

R E P O R T R E S U M E S

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ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

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ED015335

**ABSTRACTS OF
RESEARCH AND RELATED
MATERIALS IN
VOCATIONAL
AND
TECHNICAL
EDUCATION
WINTER 1967**

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT004439

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;
6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESEARCH INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION;
7. To provide educational opportunities for individuals contemplating foreign assignments and for leaders from other countries responsible for leadership in vocational and technical education.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Abstracts of
Research and Related
Materials
in
Vocational and Technical Education

WINTER 1967

The Work Presented Or Reported Herein Was Performed Pursuant To A Grant From The U. S. Office Of Education, Department Of Health, Education & Welfare.

ERIC Clearinghouse
The Center for Vocational and Technical Education
The Ohio State University
980 Kinnear Road, Columbus, Ohio 43212

PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education through these publications.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education¹, the primary publication of the Educational Resources Information Center (ERIC). The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American Education.

In addition to the quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued

¹Research in Education is published 12 times a year. Subscription: Domestic \$11.00 a year; foreign, \$2.75 additional. Single copy: Domestic, \$1.00. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

INTRODUCTION

Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education relies upon two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. The indexes, which allow one to quickly find pertinent information, are arranged according to the groupings of:

personal and institutional authors

document accession numbers

conversion of document numbers (VT to ED, ED to VT)

vocational and supporting services

subjects

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

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ABSTRACTS OF
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Scope of The Clearinghouse

The ERIC Clearinghouse on Vocational and Technical Education is responsible for research reports and other documents related to the general field of vocational and technical education. Included are reports on the specific fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, training in new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. Specifically included are subject categories such as administration, curriculum development, employment opportunities, evaluation, facilities and equipment, historical studies, individuals with special needs, innovative and experimental programs, instructional materials and devices, learning processes, manpower economics, occupations (jobs), philosophy and objectives, research methods, student personnel services, students (characteristics), teachers, and teacher education and teaching methods when related specifically to vocational and technical education.

Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at The Center.

SAMPLE RESUME

Accession Number--
an identification
number sequentially
assigned to reports
as they are processed.

If ED is followed by
numbers, item cited has
been announced in Re-
search in Education.
If ED is not followed
by numbers, item has
not been announced in
Research in Education
at time of this publica-
tion.

VT 000 026

ED 010 791

Author(s)-- the
individual(s) who
prepared the report.

Evaluation of Local Vocational Education Programs. A Manual for _____ Title of Report
Administrators, Teachers, and Citizens.

Byram, Harold M.

Institutional Source--
the organization respon-
sible for the report.

Michigan State Univ, East Lansing. Bur of Educ Res Serv.

Publication Date--
the date the report
was published.

Jul 65

EDRS Price MF-\$0.18 HC-\$3.40 85p.

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of the document
through the ERIC
Document Repro-
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BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *PROGRAM EVALUATION,
CONSULTANTS, ADVISORY COMMITTEES, CURRICULUM EVALUATION, STAFF
UTILIZATION, VOCATIONAL FOLLOWUP, JOB PLACEMENT, OCCUPATIONAL
GUIDANCE, *ADMINISTRATOR GUIDES, VOCATIONAL DIRECTORS,

Descriptors--the
subject terms as-
signed by an in-
dexer to charac-
terize the contents
of a report. Only
the major terms,
those preceded by
an asterisk, are
printed in the in-
dex.

Michigan,

Identifier--acronyms,
geographical areas,
organizations, tests
(e.g. Binet), etc.

As a result of the experiences of and study by the staff of three
Michigan public schools participating in a research project
between 1963 and 1965, this manual was prepared for use by
administrators, teachers, and citizens committees in evaluating
and planning local vocational education programs. It explains the
role of the local director, consultants, staff, citizens'
committees, and the procedures that can be used in analyzing
curricular offerings, studying needs with reference to existing
programs, and using the placement services and followup of
graduates and former students in the evaluation process. The
appendixes list sample forms used by the three schools to obtain
information for their evaluations. (PA)

Abstract--a condensation
of the report in about
200 words. When appli-
cable, it includes the
purpose, procedure, re-
sults, and conclusions
of the research activity.

Abstractor's Initials

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ADMINISTRATION
AND SUPERVISION
SECTION

VT 000 029 ED 011 545

High School Principals' Perceptions of the Roles and Responsibilities of Persons Who Would Be Charged with the Responsibility for Leadership in the Development of Occupationally Oriented Programs in High Schools.

Wenrich, Ralph C. * Shaffer, Earl W.

Michigan Univ., Ann Arbor. School of Education

Sep65

EDRS Price MF-\$0.09 HC-\$1.20 30p.

*PRINCIPALS, *OPINIONS, HIGH SCHOOLS, *FEDERAL AID, *STATE AID, *VOCATIONAL EDUCATION, QUESTIONNAIRES, PROGRAM ADMINISTRATION,

Michigan,

Principals in 106 large high schools in Michigan were interviewed to determine how they would use an assistant who would be responsible for developing occupationally oriented programs for employment-bound youth. Duties, responsibilities, and relationships which the assistant might be expected to assume or develop were also studied. The areas ranked in order of the principals' responses were -- (1) pupil personnel, (2) school-community relations, (3) instructional program, (4) business functions, and (5) teaching personnel. The first three of 27 activities listed and ranked by percentage of responses for major responsibilities of the assistant were -- (1) locating and organizing instructional materials, (2) determining local occupational education needs, and (3) operating a student job-placement program. It was concluded that most principals of large high schools in Michigan were interested in expanding vocational or occupational programs, and they saw the need for an assistant to give help and leadership. The assistant should be trained in both school administration and occupational education, and should work with the principal, other school personnel, and local civic, business, industrial and professional groups to improve the high school's ability to prepare young people for employment. (PS)

VT 000 053

Job Cluster Curriculum, A Blueprint for Technical-Vocational Education in Lane County, Oregon.

Lane County Intermed Dist Board of Educ, Eugene, Oreg.

65

DOCUMENT NOT AVAILABLE FROM EDRS 67p.

*PROGRAM EVALUATION, *VOCATIONAL SCHOOLS, OCCUPATIONAL SURVEYS,
*SCHOOL SURVEYS, OCCUPATIONAL CLUSTERS, SECONDARY SCHOOLS,
*CURRICULUM DEVELOPMENT, LABOR FORCE,

Lane County, Oregon,

A broad, multifaceted study was conducted in Lane County (1) to provide the knowledge necessary to improve the present technical-vocational offerings, (2) to develop plans that would coordinate the high school programs with the community college, (3) to provide the school districts with a blueprint for establishing local technical-vocational facilities and curricula, and (4) to consider the feasibility of an area technical-vocational high school. Data from the Oregon Employment Department, the Lane County Youth Survey, the Lane County Board of Education, and other sources were examined. From this came 11 recommendations, including -- (1) Improve articulation and assignment of responsibility, (2) Secure more qualified technical-vocational teachers, (3) Hire a regional technical-vocational consultant, (4) Initiate cooperative work experience programs, (5) Develop technical-vocational libraries, (6) Coordinate the apprenticeship program with school and college curricula, and (7) Define a policy for publicly supported occupational education. Tables covering student aspirations, employment needs, enrollment data, program offerings, financial data, school statistics, etc. are given. (EM)

VT 000 080 ED

Vocational Education and Changing Needs, A Proposed Comprehensive Area Vocational School to Meet Changing Needs in Kentucky. (Bulletin, vol. 38, no. 1).

McDowell, L. C.

Kentucky Univ., Lexington. Bur. of School Service

Sep65

EDRS Price MF-\$0.18 HC-\$3.44 86p.

*VOCATIONAL EDUCATION, *AREA VOCATIONAL SCHOOLS, *ADMINISTRATOR ATTITUDES, *EMPLOYER ATTITUDES, *TEACHER ATTITUDES, TRADE AND INDUSTRIAL EDUCATION, TEACHER EDUCATORS, AGRICULTURAL EDUCATION, STATE SUPERVISORS, INDUSTRIAL EDUCATION, ADVISORY COMMITTEES, OUT OF SCHOOL YOUTH, TEACHER SUPERVISION, OCCUPATIONAL GUIDANCE, PUBLIC RELATIONS, CURRICULUM, ADULT VOCATIONAL EDUCATION, GUIDELINES, EDUCATIONAL NEEDS, SCHOOL ADMINISTRATION, EVENING PROGRAMS,

Kentucky,

Survey forms were sent to 126 vocational school administrators, 10 state supervisors of trade and industrial education, 54 vocational agriculture teacher educators, 25 trade and industrial teacher educators from Kentucky and 11 southeastern states, and 64 Kentucky employers of graduates of Kentucky area vocational schools. The degree to which they accepted or rejected 60 statements on vocational education was studied to determine the basic principles of vocational education for meeting occupational needs. Statements covered administration, supervision, advisory services, vocational guidance and counseling, course offerings, in-school youth, out-of-school youth, part-time and evening training, public relations, away-from-school activities, and cooperating agencies. Based on the answers from the survey, 60 guidelines were projected for a comprehensive area vocational school. These included -- (1) Only a person who has had considerable experience in at least one of the vocational fields should be appointed head of a comprehensive area vocational school, (2) Continued teacher development is a necessary part of program development, (3) Advisory committees should be used for each of the vocational course offerings, and (4) In every community there are youths and adults out of school who need vocational guidance as much or perhaps more than those still in school. (PS)

VT 000 092

Joint Vocational School Study for the State of Ohio.

Ohio State Dept of Educ, Columbus. Div of Vocat Educ.

Mar66

DOCUMENT NOT AVAILABLE FROM EDRS 123p.

*AREA VOCATIONAL SCHOOLS, *MASTERS PLANS, *VOCATIONAL EDUCATION,
*EDUCATIONAL PROGRAMS, *EDUCATIONAL FINANCE, STUDENT ENROLLMENT,
EDUCATIONAL FACILITIES, GUIDELINES,

Ohio,

The information and experience in organizing and supervising vocational programs throughout the state and information from private, state, and federal agencies was used in developing this tentative master plan for joint vocational schools. The state was divided into 57 joint vocational school districts. For each district, figures are shown for building costs, gross operating costs, state operating costs, and net operating costs. Each service of the Division of Vocational Education was asked to prepare a program in its area for each of eight typical joint vocational school programs. The recommendations were to include pupil enrollment, shop and laboratory areas, and equipment costs and related classrooms. From this information, the vocational programs and facilities of eight composite schools were constructed. The building cost was calculated at \$16 per square foot. Additional allowances were made at approximately \$2,500 per acre for cities varying from 20 to 80 acres, architectural fees at six percent, and contingencies at five percent because of the great variance which could occur among localities in the state. Gross operating cost was calculated at \$10,000 per unit. State cost as specified was calculated at \$5,230 per vocational unit (salary allowance plus 12 percent), plus administrative and supervisory reimbursement. (SL)

VT 000 189 ED

Supervising Occupational Experience Programs. (A Special Conference Report, Resident Instruction Series, no. 7).

Davis, Lowery H., Ed.

New Mexico State Univ., University Park

Feb66

EDRS Price MF-\$0.18 HC-\$2.68 67p.

STUDENT PLACEMENT, ADMISSION CRITERIA, *COOPERATIVE EDUCATION, COMMUNITY SURVEYS, ADVISORY COMMITTEES, PUBLIC RELATIONS, *PROGRAM GUIDES, *PROGRAM PLANNING, PROGRAM EVALUATION, VOCATIONAL FOLLOWUP, QUESTIONNAIRES, EMPLOYERS, COMMUNITY RELATIONS, *VOCATIONAL EDUCATION, WORKSHOPS,

Nine participants in a workshop at New Mexico State University developed this 4-part handbook for operating supervised occupational experience programs. Resource persons from adult education, agricultural education, vocational and technical education, and horticulture worked closely with the group. Part one covers steps for organizing and administering the occupational experience program, and elaborates on the role of community surveys and advisory councils. Part two gives details of selecting and placing students in the occupational work experience program. Part three explains the teaching, supervising, and coordinating of occupational experience programs. Part four presents guidelines for evaluating the program. The appendix contains an employment opportunities survey form, student information sheet, and a placement agreement. (EM)

VT 000 455

Vocational Education. (Staff Background Memorandum).

S. Dak. State Legislative Res. Council, Pierre

Apr64

DOCUMENT NOT AVAILABLE FROM EDRS 53p.

*VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, *ADULT EDUCATION, *GUIDELINES, *FEDERAL LEGISLATION, STUDENT ENROLLMENT, INDUSTRIAL ARTS, PROGRAM DEVELOPMENT, EMPLOYMENT TRENDS, SECONDARY SCHOOLS, STATE AID, FEDERAL AID, EDUCATIONAL FACILITIES, OCCUPATIONS, PILOT PROJECTS, POSTSECONDARY EDUCATION, APPRENTICESHIP, UNEMPLOYMENT, DROPOUTS, POPULATION TRENDS, EDUCATIONALLY DISADVANTAGED, TEACHER EDUCATION,

South Dakota,

The 1964 session of the South Dakota Legislature passed House Concurrent Resolution no. 1, directing the State Legislative Research Council to conduct a study of existing vocational education opportunities in the state. Data from the U.S. Dept. of Labor, U.S. Office of Education, U.S. Bureau of the Census, individual schools, the South Dakota State Board of Education, and other sources were analyzed to meet this requirement. From the analysis, guidelines for improving vocational education were proposed -- (1) A comprehensive state-wide occupational survey should be conducted, (2) A detailed inventory of the state's educational facilities should be made, (3) Consultation with the state's leaders in industry, business, agriculture and labor should precede new programs, (4) If existing programs are adequate in certain areas, new programs in these areas should not be started, (5) Continual contact with industrial, business, agricultural, and labor leaders should be maintained during program development, (6) Followup studies of present graduates and studies comparing costs with other forms of education should be made, and (7) The legislature should consider the feasibility of increased cooperation between state supported and private vocational education. Data covering enrollment, finances, expenditures, and curricula are included. Expansion of present programs, cooperation with neighboring states, and the passage of the Youth Employment Act are among the alternatives offered. (EM)

VT 000 542

Retraining in California.

California State Dept. of Employment, Sacramento

California State Dept. of Education, Sacramento

Jan65

DOCUMENT NOT AVAILABLE FROM EDRS 55p.

*RETRAINING, FEDERAL LEGISLATION, STATE LEGISLATION, *STUDENT CHARACTERISTICS, *ON THE JOB TRAINING, *APPRENTICESHIP, *FEDERAL PROGRAMS, VOCATIONAL EDUCATION, MANPOWER DEVELOPMENT, STATE PROGRAMS, PILOT PROJECTS,

Manpower Development and Training Act of 1962, California, Area Redevelopment Act,

Although various retraining programs are covered, special emphasis is given to the programs developed under the Manpower Development and Training Act (MDTA) since September 1962. Occupational training is of special significance to California's rapidly changing economy. While many are unemployed, there are thousands of jobs which call for special knowledges, skills, and abilities. In 1964, six percent of the state's labor force was unemployed. From September 1962 through December 1964, 14,900 trainees have been enrolled in MDTA courses, 13,754 in school-connected courses, and 1,146 in on-the-job training programs. Of the 5,698 who had completed courses by December 31, 1964, 75 percent were gainfully employed, and 91 percent were in training-related occupations. From September 1961 through December 1964, 9,317 individuals had been approved for training under California state retraining programs with 3,626 completing training. Of these, 62 percent obtained employment within 30 days following completion. Programs under the Area Redevelopment Act involved about 80 persons. Enrollment in vocational education courses in 1963-64 was 1,034,000. Educational, occupational, and statistical data on which this report was based and the Manpower Development and Training Act of 1962 are included in the appendix. (EM)

VT 000 543

North Atlantic Regional Conference for Supervisors, Teacher Trainers and Directors of Agricultural Education, 43rd Annual, Hotel Warwick, Philadelphia, Pennsylvania, April 1-5, 1963.

Gaylord, Bruce, comp.

Vermont Univ., Burlington. Dept. of Agr. Education

63

DOCUMENT NOT AVAILABLE FROM EDRS 43p.

*AGRICULTURAL EDUCATION, SUPERVISORS, *CONFERENCES, *EDUCATIONAL RESEARCH, TEACHER EDUCATORS, *PROGRAM DEVELOPMENT,

A conference was attended by 109 persons representing supervision and teacher education in 13 states, the American Vocational Association, and the U.S. Office of Education. Graduate students from three states, and representatives of industry from seven states were guests. Minutes of the business session and of seven conference sessions are included. Brief excerpts are given from talks by Mary Allen, Duane Nielsen, A. W. Tenney, Carsie Hammonds, and Lane Ash. Brief reports are given for presentations by participating conferees on a wide range of topics relative to research, program development, teacher education, and supervision. (JM)

VT 001 291 ED 011 040

Program Development for Occupational Education, A Report of a National Seminar for Leaders in Home Economics Education, March 28-31, 1966.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

66

EDRS Price MF-\$0.18 HC-\$4.88 122p.

*SEMINARS, *OCCUPATIONAL HOME ECONOMICS, *PROGRAM DEVELOPMENT, HOME ECONOMICS TEACHERS, ADULT PROGRAMS, *HOME ECONOMICS EDUCATION, SOCIAL CHANGE, EDUCATIONAL RESEARCH, INNOVATION, POSTSECONDARY EDUCATION, *PILOT PROJECTS, DISADVANTAGED YOUTH,

A seminar was held to provide state leaders in home economics with an opportunity to gain greater understanding of home economics programs of occupational preparation. Participants included directors of area vocational schools, teacher educators, deans of schools of home economics, university extension specialists, state education department personnel, school administrators, subject matter specialists, U. S. Office of Education representatives, home economics supervisors, Department of Labor staff, and guidance personnel. The following papers were among those presented -- (1) "A Challenge to Home Economics Leaders," by Alberta Hill, (2) "Understanding the Urban Society," by Rose Terlin, (3) "Dynamics of Change," by Henry Brickell, (4) "A Framework for Program Development," by Lawrence Borosage, (5) "Development of Post-High School Programs," by Berenice Mallory, (6) "Use of Research Studies," by Elizabeth Simpson, and (7) "Effective Plan for Pilot Programs," by M. G. Linson. Key problems and ideas for action which grew out of group discussions are presented under four headings -- (1) Work With All Phases of Vocational Education, (2) Adult Programs to Meet Community Needs, (3) Programs designed to Meet the Needs of the Disadvantaged, and (4) Ways to Select and Prepare Teachers for Teaching in Occupational Programs. (MS)

VT 001 519 ED 011 548

Attitudes of Public School Personnel Towards the Introduction to Vocations Program in North Carolina. (Research Series in Occupational Education, no. 2).

Clary, Joseph Ray

North Carolina Res Coordg Unit in Occup Educ, Raleigh

North Carolina State Dep. of Public Instr., Raleigh

North Carolina State Univ., Raleigh. School of Educ.

67

EDRS Price MF-\$0.18 HC-\$3.48 87p.

*OCCUPATIONAL GUIDANCE, VOCATIONAL EDUCATION, GRADE 9, OPINIONS, QUESTIONNAIRES, *ADMINISTRATOR ATTITUDES, TEACHER ATTITUDES, PROGRAM IMPROVEMENT, EDUCATIONAL OBJECTIVES, *PROGRAM EVALUATION, *OCCUPATIONAL INFORMATION, PRINCIPALS, SUPERINTENDENTS, VOCATIONAL DIRECTORS, TEACHERS, *OCCUPATIONAL CHOICE,

North Carolina,

In 1963-64, North Carolina schools introduced a ninth grade course which provided occupational information as a basis for vocational planning. After four years, 366 teachers and administrators who had at least one year's experience with the program were surveyed by questionnaires. Eighty percent responded. Areas covered were need for the course, appropriateness of objectives and the extent to which they were met, relationship to other courses, appropriateness of content and grade level, required teacher qualifications, most effective teaching methods, and suggestions for and barriers to improvement. Some conclusions were -- (1) Such a course is needed, (2) The objectives are satisfactorily attained in most schools, (3) The students' decisions should determine later course offerings, (4) Successful completion of the course should result in fewer dropouts, (5) More study is needed to learn if the course should be required or elective, (6) Both boys and girls should take the course, (7) Resource persons and field trips should be used extensively, (8) There should be adequate teaching materials, supplies, and equipment, (9) More attention should be given to teacher preparation, and (10) More adequate budgets should be provided. (MS)

VT 001 558 ED

Report of a Five-State Occupational Education Research and Development Planning Conference.

Moss, Jerome, Jr.

Minnesota Res Coord Unit in Occup Educ, Minneapolis

Jan67

EDRS Price MF-\$0.09 HC-\$0.52 13p.

*EDUCATIONAL RESEARCH, CONFERENCES, REGIONAL PLANNING, *RESEARCH PROBLEMS, *COOPERATIVE PLANNING, *VOCATIONAL EDUCATION, PROGRAM EVALUATION, EDUCATIONAL PROBLEMS, RESEARCH COORDINATING UNITS,

In November 1966 a conference was held to -- (1) exchange information about ongoing and planned research and development activities in Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin, (2) explore opportunities for coordinating activities, (3) develop a priority list of current significant problems in the region, (4) select a high-priority occupational education problem for a regionwide cooperative research and development project, and (5) appoint a planning advisory committee. Developing the economic, sociological, and psychological criteria for evaluating the success of vocational programs was the problem chosen. In order to insure that the study would have immediate applicability to operating vocational programs, it was decided to utilize it in an actual evaluation of vocational programs. A list of 27 priority problems is included. (MS)

VT 001 564 ED 011 549

Western Regional RCU Conference in Vocational Research Funding,
Phoenix, Arizona, December 15-16, 1966. Summary Report.

Arizona Occup. Res. Coordinating Unit, Phoenix

66

EDRS Price MF-\$0.09 HC-\$0.76 19p.

CONFERENCES, *VOCATIONAL EDUCATION, *RESEARCH COORDINATING UNITS,
*EDUCATIONAL RESEARCH, *FINANCIAL SUPPORT, REGIONAL LABORATORIES,
*EDUCATIONAL LEGISLATION, FEDERAL AID, STATE AID,

Vocational Education Act of 1963, Elementary and Secondary
Education Act, Manpower Development and Training Act, Economic

Opportunity Act,

Research Coordinating Unit personnel met to consider the funding of vocational research. The purpose was to explore alternate sources of funds because of decreased appropriations. Participants represented logical state and federal sources of research funding and USOE. Questions considered were -- (1) How much money will be available for research this year and next, (2) How will it be distributed, (3) What procedures should be followed in requesting funds, (4) What criteria will be used in evaluating requests, (5) What procedures will be followed in processing requests, and (6) How may these funds be used. The session topics were -- (1) Directed Research under Title IV(c) of the Vocational Education Act, (2) Research Funds Administered by the States, (3) Small Grants from Research Development under Title IV(c) of the Vocational Education Act, (4) Coordination of Title III Programs under the Elementary and Secondary Education Act with State Research Coordinating Units, (5) Coordinating Vocational Research with the Regional Experimental Laboratories, (6) Research Funding Available under the Economic Opportunity Program, and (7) Funding Research under Title I of the Manpower Development and Training Act. (MS)

VT 001 626 ED 011 295

Teacher Perception of Principals' Views on Vocational Education.
(Research Series in Occupational Education, no. 1).

Miller, Texton R.

North Carolina Res Coordinating Unit in Occup Educ.

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EDRS Price MF-\$0.09 HC-\$1.16 29p.

*TEACHER ATTITUDES, *ADMINISTRATOR ATTITUDES, *VOCATIONAL
AGRICULTURE TEACHERS, SUPERVISED FARM PRACTICE, ADOPTION (IDEAS),
*VOCATIONAL EDUCATION, VOCATIONAL AGRICULTURE, ADMINISTRATOR ROLE,
*PRINCIPALS,

North Carolina,

The primary purposes of the study were -- (1) to describe and compare teachers' views and the teachers' perceptions of their principals' views toward vocational agriculture programs, supervised practice programs, and vocational education generally, and (2) to determine if there is a relationship between teachers' attitudes and teacher adoption of a new concept of supervised practice. Data were obtained through personal interviews of 47 North Carolina teachers of vocational agriculture. Conclusions were -- (1) Attitudes of teachers were more positive toward vocational education than the views they perceived for their principals, (2) Viewpoints of principals were seen by teachers as very favorable toward vocational agriculture, supervised practice, and vocational education generally, and (3) There was no evidence that the differences in teacher-principal viewpoints are perceived by the teachers were associated with the levels of teacher adoption of the new concept of supervised practice. (PS)

VT 001 735 ED 011 044

Guidelines for Cooperative Education and Selected Materials from the National Seminar Held August 1-5, 1966, A Manual for the Future Development of Cooperative Education.

Huffman, Harry

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

67

EDRS Price MF-\$0.36 HC-\$9.80 245p.

*GUIDELINES, COORDINATORS, *COOPERATIVE EDUCATION, *VOCATIONAL EDUCATION, HIGH SCHOOLS, BIBLIOGRAPHIES, HISTORICAL REVIEW, ON THE JOB TRAINING, EDUCATIONAL OBJECTIVES, ADVISORY COMMITTEES, BOARD OF EDUCATION POLICY, VOCATIONAL GUIDANCE, SCHOOL POLICY, *PROGRAM GUIDES, ADMISSION CRITERIA, EMPLOYERS, PSYCHOEDUCATIONAL PROCESSES, *SEMINARS, PROGRAM DEVELOPMENT, PUBLIC RELATION, PROGRAM EVALUATION, SOCIOECONOMIC INFLUENCES, AUDIOVISUAL AIDS,

Job Corps,

The objectives of the seminar were to promote the use of cooperative education in all vocational services and to explore the possibilities of inter-service training for occupations requiring knowledge and skills from several areas. It was attended by over 110 state leaders from 41 states. The guidelines are organized in five groups dealing with the school, the teacher-coordinator, the program, the student-trainee, and the employer. Seventeen papers include -- (1) "Impending Social, Economic, and Employment Changes that May Affect Cooperative Education," by Joseph W. Hines, (2) "Cooperative Education as a Policy of the National School Boards Association," by Joseph Ackerman, (3) "Establishment, Organization, and Operation of Cooperative Education," by Robert M. Worthington, and (4) "Some Questions that Need to be Answered About the Training of Coordinators," by Jeffrey R. Stewart, Jr. The appendix contains -- (1) speaker-consultant biographical sketches, (2) the seminar program, (3) forms for organizing the seminar, (4) a selected bibliography, (5) forms for administering cooperative education, (6) a roster of the 147 seminar participants, and (7) a questionnaire used to gather information from selected cooperative education programs. (EM)

VT 001 740

Status of Enrollment in Area Vocational-Technical Schools,
September 1, 1965 - March 1, 1966.

Bottoms, Gene

Ga. State Dep. of Educ, Atlanta. Div. of Vocat. Educ.

Georgia Occupational Research Unit, Atlanta

30Nov66

DOCUMENT NOT AVAILABLE FROM EDRS 29p.

*STUDENT ENROLLMENT, *VOCATIONAL EDUCATION, *DROPOUTS, *TECHNICAL
EDUCATION, *AREA VOCATIONAL SCHOOLS, TRANSFERS,

Georgia,

Enrollment information is presented in seven tables. The total enrollment was 6,133 full-time day students. More than 2,000 of these students enrolled between September 1965 and March 1966. More than 1,000 students dropped out of area schools during this period. The area schools which had a larger number of students transferring from one course to another within the school had a smaller dropout rate than those schools which discouraged course-to-course transfer. There was a little difference in the percentage of dropouts of area vocational-technical programs by occupational areas. It was recommended that guidance practices be reviewed because of the high number of dropouts and the low number of transfers. Improvement in the quality of programs was recommended because the number of area school students transferring to another kind of educational institution. (SL)

VT 002 253

Coordinators' Handbook for Distributive Education in Louisiana.

Louisiana State Dep of Educ, Baton Rouge. Distr Educ Sect

67

DOCUMENT NOT AVAILABLE FROM EDRS 182p.

*DISTRIBUTIVE EDUCATION, *COOPERATIVE EDUCATION, HIGH SCHOOLS,
*ADULT VOCATIONAL EDUCATION, *INSTRUCTOR COORDINATORS, *PROGRAM
GUIDES, PROGRAM DEVELOPMENT, RECORDS (FORMS),

Louisiana,

Intended to be a single reference source for distributive education coordinators, this publication provides information needed in the performance of their responsibilities as teachers. Experienced teacher coordinators participated in the development of the three major sections of Distributive Education and Its Place in Louisiana Vocational Education, Cooperative Distributive Education, and Adult Distributive Education. Topics included in the cooperative distributive education section are calendar of events, program cost, coordinator's duties and certification requirements, training station criteria, the role of the employer, program of instruction, equipment, classroom methods, advisory committee, club activities, and evaluation. The section on adult distributive education includes type of classes, advisory committees, class organization, teaching methods, and supervision. The appendixes contain examples of a distributive education classroom layout, various forms, a suggested community survey, a glossary, and a bibliography. (SL)

VT 002 530 ED

National Leadership Development Institutes in Technical Education.
Final Report.

Cotrell, Calvin J. * Valentine, Ivan E.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

30Apr67

EDRS Price MF-\$0.27 HC-\$6.32 158p.

*TECHNICAL EDUCATION, *LEADERSHIP TRAINING, EDUCATIONAL PROGRAMS,
*NATIONAL PROGRAMS, EVALUATION TECHNIQUES, SELF EVALUATION,
PROGRAM EVALUATION, QUESTIONNAIRES, *INSTITUTES (TRAINING PROGRAMS),
INSTRUCTIONAL MATERIALS,

The nationwide growth in technical education, stimulated by the demand for greater numbers of technicians, has brought about tremendous need for leadership personnel. The purpose of this project was to plan, develop, implement, and evaluate five 2-week leadership development institutes in technical education designed to provide training for current and potential leaders in technical education. Institutes were conducted at Colorado State University, Oklahoma State University, Rutgers - The State University, University of Florida, and the University of Illinois with The Center for Vocational and Technical Education, Ohio State University, serving as the coordinating agency for the consortium. The majority of the 195 participants from 46 states and Puerto Rico were employed in administrative or supervisory positions at the state or local level. The project evaluation revealed that participants reported a gain in knowledge of concepts in technical education and were generally satisfied with the content and operation of the institutes. A majority of the participants received above average scores in applying knowledge gained during the institutes, indicated plans for implementing changes in their programs, and received average ratings by institute directors for their demonstrated leadership skills. Instructional materials developed for the project included a "Compilation of Technical Education Materials" and two supplements (VT 2928, 2930, 2936). (PS)

VT 002 928 ED

Compilation of Technical Education Instructional Materials, Supplement II, Institute Presentations. (National Leadership Development Institutes in Technical Education, Summer 1966).

Cotrell, C. J., comp. * Valentine, I. E., comp.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Apr67

EDRS Price MF-\$0.36 HC-\$8.68 217p.

*INSTITUTES (TRAINING PROGRAMS), *LEADERSHIP TRAINING, *SPEECHES, *TECHNICAL EDUCATION, *SUBPROFESSIONALS, ADMINISTRATIVE ORGANIZATION, CURRICULUM DEVELOPMENT, EDUCATIONAL FACILITIES, INSTRUCTIONAL STAFF, EDUCATIONAL FINANCE, TEACHER SUPERVISION, INSERVICE TEACHER EDUCATION, PUBLIC RELATIONS, EDUCATIONAL OBJECTIVES, STUDENTS, EDUCATIONAL RESEARCH,

Institutes for leadership training were conducted by Colorado State University, Oklahoma State University, Rutgers State University, the University of Florida, and the University of Illinois and coordinated by The Center for Vocational and Technical Education at The Ohio State University. Participants were 195 leaders and potential leaders in technical education representing 46 states and Puerto Rico. The subject areas of the presentations were -- (1) leadership role, (2) rationale and need for technical education, (3) the technical education student, (4) administrative structure of technical institutions, (5) program patterns and curriculum development, (6) facilities and equipment, (7) staffing, (8) financing education programs, (9) supervision and inservice education, (10) establishing research, and (11) public relations. Representative presentations from selected areas are -- (1) "The Leadership Role" by Ralph C. Wenrich, (2) "Rationale and Need for Technical Education" by E. L. Kurth, (3) "The Administrator's Role in Providing Support for Effective Faculty-Student Dialogue" by David C. Epperson, (4) "Implications and Impact of The Vocational Education Act of 1963" by Roy W. Dugger, and (5) "Staffing" by Jerry Dobrovolsky. VT 002 530, VT 002 936, and VT 002 930 contain additional information on the institutes. (HC)

VT 002 930 ED

Compilation of Technical Education Instructional Materials, Supplement I, New and Revised Informational Resources. (National Leadership Development Institutes in Technical Education, Summer 1966).

Cotrell, C. J., comp. * Valentine, I. E., comp.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Apr67

EDRS Price MF-\$0.27 HC-\$7.40 185p.

*RESOURCE MATERIALS, INSTITUTES (TRAINING PROGRAMS), *LEADERSHIP TRAINING, *TECHNICAL EDUCATION, ADMINISTRATIVE ORGANIZATION, PROGRAM EVALUATION, EVALUATION METHODS, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, GUIDELINES, BIBLIOGRAPHIES,

Additional materials were developed to supplement "Compilation of Technical Education Materials" (VT 002 936) on recommendation of the project evaluation committee for the National Leadership Institutes. Four papers were commissioned by the Center for Vocational and Technical Education. "Administrative Patterns in Technical Education" by Lynn A. Emersor describes and compares state and institutional patterns, projects future trends, makes recommendations for planning and developing administrative structures, and includes an appendix of state and local organizational structures. "The Evaluation of Technical Education Programs" by Lucian Lombardi and Carmelo Greco presents guidelines for developing evaluative criteria and self-evaluation instruments and provides evaluation checklists for each phase of operation. "Facilities Planning for Technical Education Programs" by Milton E. Larson presents the procedures, responsibilities, guidelines, and criteria for planning and constructing facilities. "Financing Programs of Technical Education" by Joseph T. Nerden develops principles, methods, and sources of financing. A bibliography compiled by David L. Larimore and supplementary materials prepared by Ivan E. Valentine are included. There is a second supplement (VT 002 938). (HC)

VT 002 936 ED

Compilation of Technical Education Materials.

Emerson, Lynn, comp.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

66

EDRS Price MF-\$0.27 HC-\$7.36 184p.

*RESOURCE MATERIALS, INSTITUTES (TRAINING PROGRAMS), *LEADERSHIP TRAINING, *TECHNICAL EDUCATION, *SUBPROFESSIONALS, CURRICULUM DEVELOPMENT, PROGRAM DEVELOPMENT, EDUCATIONAL FACILITIES, TEACHER QUALIFICATIONS, OCCUPATIONAL GUIDANCE, PUBLIC RELATIONS, FEDERAL AID, EDUCATIONAL RESPONSIBILITY, INSTRUCTIONAL PROGRAMS, EMPLOYMENT TRENDS, BIBLIOGRAPHIES,

The material was selected and prepared for use in the National Leadership Development Institutes in Technical Education conducted by Colorado State University, Oklahoma State University, Rutgers State University, University of Florida, and the University of Illinois and coordinated by The Center for Research and Leadership Development in Vocational and Technical Education, at The Ohio State University. The material is grouped into 12 areas relating to the needs, responsibilities, organization, and implementation of technical education. Articles are included on -- (1) the skills, knowledge and professional level of technicians, (2) the relationship to other occupational fields, (3) the types, content, and enrollment of present training programs, and (4) available employment. Other articles show the responsibilities and roles of government agencies, state departments of education, local boards of education, vocational educators, administrators and others in establishing quality programs. Problems and principles of curriculum development are presented. Material is provided on facilities and equipment, teacher qualifications, financing, and other topics. "Technology-Resource Center for Vocational Technical Education," prepared by Rutgers State University and a bibliography on technical education are included. There are two supplementary volumes (VT 002 930 and VT 002 938). (HC)

CURRICULUM
SECTION

VT 000 046 ED

A Survey of Departments of Vocational Agriculture in Delaware to Ascertain the Emphasis Being Given to the Areas of Ornamental Horticulture, Floriculture, and Turf in the Course of Study and the Physical Facilities Available. (Agr. Educ. Publication no. 2).

Barwick, Ralph P.

Delware Univ., Newark. School of Agriculture

64

EDRS Price MF-\$0.09 HC-\$0.52 13p.

*VOCATIONAL AGRICULTURE, EDUCATIONAL FACILITIES, *ORNAMENTAL HORTICULTURE, *FLORICULTURE, *TURF MANAGEMENT, *CURRICULUM, SCHOOL SURVEYS,

Delaware,

In order to determine what teaching units were included in the state's vocational agriculture programs and the facilities available to aid instruction in these areas, 18 high schools in Delaware were surveyed. In 11 schools the vocational agriculture departments were including ornamental horticulture, seven were including floriculture, and 10 were including turf units. Greenhouse facilities were available in three schools, three had propagation areas, one had cold frames, and none had nurseries. Inclusion of these three subject areas and use of additional facilities was recommended to vocational agriculture teachers. (JM)

VT 000 071 ED

A Determination of Needed Adjustments and Extensions in the Curricular Patterns of Vocational Education in Agriculture. (ERD 002-65).

Taylor, Robert E.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Mar66

EDRS Price MF-\$0.18 HC-\$3.96 99p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, *CURRICULUM DEVELOPMENT, EMPLOYMENT OPPORTUNITIES, AGRICULTURAL SKILLS, OCCUPATIONAL CLUSTERS, CONFERENCES, ADVISORY COMMITTEES, ORNAMENTAL HORTICULTURE OCCUPATIONS, AGRICULTURAL SUPPLY OCCUPATIONS, AGRICULTURAL MACHINERY OCCUPATIONS, AGRICULTURAL CHEMICAL OCCUPATIONS, POLICY FORMATION, COOPERATIVE EDUCATION, OCCUPATIONAL GUIDANCE, *PROGRAM DEVELOPMENT, *INSTRUCTIONAL

MATERIALS, OCCUPATIONAL SURVEYS,

The major purpose was to determine changes necessary in high school and post high school vocational agriculture programs of off farm agricultural occupations. Specific objectives were to -- (1) identify major occupations, (2) determine what agricultural competencies were needed, (3) cluster occupations needing similar competencies, (4) examine data for other implications, and (5) train key state leaders to use materials which were developed. Two national research coordination conferences were held and an advisory committee assisted in planning the project. Horticulture, agricultural supply, agricultural machinery, and agricultural chemicals occupational areas were selected for study. A task force was assembled to develop curriculum materials at four levels of preparation and related publications in policy making, general and program information, research, cooperative occupational experience, occupational guidance, and program organization. A national conference for state leaders presented the project and materials, and planned five area conferences. After the area conferences, the task force members completed refinement of the course outlines and instructional modules. (JM)

VT 000 110 ED

Manual of Operation for Vocational Home Economics Programs in Job Training in High Schools.

Ohio State Dep of Educ, Columbus. Div of Vocat Educ.

Sep65

EDRS Price MF-\$0.09 HC-\$1.32 33p.

*COOPERATIVE EDUCATION, *WORK EXPERIENCE PROGRAMS, SECONDARY SCHOOLS, DROPOUT PREVENTION, TEACHER QUALIFICATIONS, *PROGRAM PLANNING, CHILD CARE WORKERS, HOMEMAKERS ASSISTANTS, NURSES AIDES, FOOD SERVICE WORKERS, CLOTHING AND TEXTILE WORKERS, *OCCUPATIONAL HOME ECONOMICS, ADMINISTRATOR GUIDES,

Vocational Education Act of 1963,

As required by the Vocational Education Act of 1963, part of the home economics program includes classes for high school girls and/or boys who wish to prepare for gainful employment utilizing home economics knowledge and skills. Ohio offers the cooperative 2-year program, and the occupational work experience which is designed primarily for the 11th and 12th grade students of limited ability in a single skill area. The manual gives state requirements for student eligibility, teacher qualifications, space, and equipment and procedures for establishing and administering job training programs. The appendix contains program outlines, job description, job opportunities, and characteristics of trainees for -- (1) child care workers, (2) homemaker's assistants, (3) nursing and rest home aides, (4) food service workers, and (5) clothing service workers. The criteria for vocational approval, and application forms for job training programs are also given. (MS)

VT 000 470

Guide for Developing the Instructional Program for Vocational Agriculture in Virginia. (Agricultural Education Bulletin, no. 19).

Virginia Polytechnic Inst, Blacksburg. Dep of Vocat Educ.

Virginia State Dep of Educ, Richmond. Vocat Agr Service

63

DOCUMENT NOT AVAILABLE FROM EDRS 25p.

*PROGRAM DEVELOPMENT, *VOCATIONAL AGRICULTURE, *EDUCATIONAL OBJECTIVES, INSTRUCTIONAL PROGRAMS, PROGRAM GUIDES, CURRICULUM DEVELOPMENT,

The guide includes objectives for the vocational agriculture program in Virginia based on a rationale of student needs in communities with changing demands. Suggestions for planning and building the instructional program are given. Basic instructional units are outlined for Vocational Agriculture I, II, III, IV, and an advanced course. These units include animal science, plant science, farm family living, supervised farming, farm mechanization, leadership training, and farm management. (JM)

VT 001 333 ED

Teaching Economic Understandings in Business Courses, a Report of a Workshop.

California State Dep of Educ, Sacramento. Bur of Bus Educ

65

EDRS Price MF-\$0.18 HC-\$2.88 72p.

*ECONOMICS, *BUSINESS EDUCATION, *CURRICULUM PLANNING, HIGH SCHOOLS, CURRICULUM GUIDES, BIBLIOGRAPHIES, WORKSHOPS, *TEACHING TECHNIQUES, INSTRUCTIONAL MATERIALS,

The materials and suggestions for teachers were developed at a 1961 summer workshop for business education teachers and later reviewed at conferences of businessmen and business educators. Business education provides an appropriate setting in which to examine and discuss the application of basic economic principles. Suggestions are given for involving students in the economic analysis of situations they encounter daily. Examples are given to show how economic understandings may be introduced into classes in bookkeeping, business law, business mathematics, general business, merchandising, shorthand, typewriting, and business English. A bibliography and an outline of a 1-semester course on the American economy are included. (PS)

VT 001 762 ED 010 655

Major Task and Knowledge Clusters Involved in Performance of Electronic Technicians' Work. (Project no. ERD-257-65).

Mills, Boyd C.

Washington State Univ., Pullman. Dept. of Education

Washington State Board for Vocational Educ., Olympia

Dec66

EDRS Price MF-\$0.18 HC-\$2.84 71p.

JOB SKILLS, *ELECTRONIC TECHNICIANS, *EDUCATIONAL NEEDS, *JOB ANALYSIS, ELECTRONICS, TASK PERFORMANCE, QUESTIONNAIRES,

Washington, Knowledge Clusters,

A questionnaire was developed which contained 637 items of knowledge arranged by categories -- (1) basic electronic concepts, (2) components, (3) electronic measurements, (4) simple electronic circuits, (5) electronic systems, (6) waves and wave propagation, and (7) construction and related knowledge. The items were edited by three electronic professors and pretested on 67 second and third year college students in electronics. A final version was prepared and administered to 154 electronics technicians selected by a variable sampling technique from technicians employed in 549 firms in the Puget Sound area. A major finding was that 84 of the 637 items were deemed essential for six of the eight principal tasks of technicians. The items represented competencies for entry jobs and were presumed to increase occupational adaptability and mobility. These 84 items constitute basic elements of content for introductory electronics courses. (EM)

VT 001 767 ED 010 661

A Survey Instrument for Identifying Clusters of Knowledge and Competencies Associated with Performance of Child Care Work. (Project no. ERD-257-65, Report no. 10).

Rahmlow, Harold F. * Cavanagh, Catherine

Washington State Univ., Pullman. Dep. of Education

Washington State Board for Vocat. Educ., Olympia

Dec66

EDRS Price MF-\$0.09 HC-\$0.88 22p.

*CHILD CARE, *QUESTIONNAIRES, *OCCUPATIONAL HOME ECONOMICS, *CHILD CARE WORKERS, JOB SKILLS, CURRICULUM DEVELOPMENT,

Many agencies and institutions employ nonprofessional personnel to provide child care services. Vocational educators need accurate means of identifying major types of tasks involved in child care work and the knowledges and competencies involved. A team of home economists and day care center employees and supervisors conceptualized and field tested a survey instrument to obtain up-to-date facts about major types and combinations of tasks performed by child care workers. A representative sample of child care workers is being identified. The instrument will be utilized to obtain data that will -- (1) provide up-to-date facts about combinations of work done by various categories of child care workers, (2) provide a base for identification of clusters of knowledges and competencies essential for effective performance of tasks constituting work patterns, and (3) ascertain the degree to which such knowledges and competencies are congruent with those essential for work in other nonprofessional occupations. The instrument is included. (MS)

VT 002 014

List of Approved Agricultural Course Titles.

New York State Education Dept., Albany

Jun65

DOCUMENT NOT AVAILABLE FROM EDRS 5p.

*COURSES, *SECONDARY SCHOOLS, *VOCATIONAL AGRICULTURE,
New York,

Agricultural courses taught in New York include -- (1) Exploration in Agriculture, (2) Introduction to Agriculture, (3) Applied Science and Mechanics in Agriculture, (4) Conservation, (5) Ornamental Horticulture, (6) Agricultural Business, (7) Agricultural Mechanization, (8) Farm Production and Management, and (9) Farm Mechanics. The listing gives grade level, credit, number of periods, and brief descriptions for each course. (JM)

EMPLOYMENT
AND OCCUPATIONS
SECTION

VT 000 018 ED

A Study of the Educational Needs for Workers Engaged in
Occupations in Off-Farm Agricultural Businesses in Alabama.

Baker, Richard A.

Auburn Univ., Ala.

Jun66

EDRS Price MF-\$0.18 HC-\$2.84 71p.

*OFF FARM AGRICULTURAL OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES,
*AGRICULTURAL SKILLS, COOPERATIVE EDUCATION, CURRICULUM DEVELOPMENT,
*OCCUPATIONAL CLUSTERS, *EMPLOYER ATTITUDES, INDIVIDUAL
CHARACTERISTICS, EDUCATIONAL NEEDS, EMPLOYMENT PRACTICES,

In order to determine preemployment educational needs of secondary school students entering nonprofessional off farm agricultural occupations, this study was designed to identify employing firms, existing occupations, desirable characteristics of beginning employers, employers' familiarity with vocational agriculture programs, employers' agreement on changes needed in the program, employers' willingness to cooperate in preemployment training, problems of conducting cooperative education programs, and employers' agreement on the relative importance of various instructional units. The sample of 474 firms was selected randomly from stratified population categories. An interview instrument was designed and pretested. It was administered by vocational agriculture teachers. Descriptive statistical techniques were used in analyzing data, and factor analysis was used to group competencies. Of 184 occupations, 125 were nonprofessional and most required on the job training. A rural background was preferred for beginning employees. Personality, ability to get along with others, and communicative ability were important factors in employee selection, as well as high school graduation. Agricultural competencies were needed, and post high school training would be required in some cases. Most employers felt occupational experience programs were necessary, and they would cooperate in spite of anticipated liability problems. (JM)

VT 000 031 ED

Educational Attainment of Jobseekers Registered for Employment
With the Ohio State Employment Service, April 25, 1965.

Ohio Bur. of Unemployment Compensation, Columbus

Sep65

EDRS Price MF-\$0.27 HC-\$5.16 129p.

ACADEMIC ACHIEVEMENT, *UNEMPLOYED, *HIGH SCHOOL GRADUATES,
*DROPOUTS, COLLEGE GRADUATES, CLERICAL WORKERS, SALES WORKERS,
SERVICE WORKERS, SKILLED WORKERS, SEMISKILLED WORKERS, UNSKILLED
WORKERS, PROFESSIONAL PERSONNEL, SEX (CHARACTERISTICS), AGE GROUPS,
EMPLOYMENT SERVICES, *JOB APPLICATION, GEOGRAPHIC DISTRIBUTION,

Ohio,

A survey of persons seeking employment through every public employment office in Ohio was designed to update and compare findings with results of a similar study conducted in 1962. Total jobseekers registered for employment in 1965 numbered 132,350. In 1962, the total was 215,477. The decline of 39 percent was due in part to the shorter validity period (time within which applicants must revisit the local office to indicate continued availability) for the 1965 count in 22 local offices. More important, however, were generally improved employment opportunities. Nearly 62 percent of the jobseekers were not high school graduates in 1962, compared with 60 percent in 1965. Among the youth under 20, the proportion who had not finished high school rose from 49 to 54 percent between the two counts. Jobseekers under 20 totaled 14,394 in 1962 and 16,971 in 1965, representing an 18 percent increase. This was the only age group whose total did not show a substantial decline between the two counts. Of the total registered, one out of four had no formal education beyond the eighth grade, three out of five had no high school diploma, one-third had finished high school but did not go on to college, and fewer than one out of twelve had some college training. The appendix includes tables of data for each county in Ohio with the educational attainment of registered jobseekers by occupational and age group in 1962 and 1965. (PS)

VT 000 050 ED

Employment Opportunities for Women in Alaska. A Collection of Data Pertaining to Knowledge and Skills of Home Economics and How These Contribute to Wage-Earning Occupations.

Bittner, Elladean Hays

Alaska State Dep of Educ, Juneau. Div of Vocat Educ.

65

EDRS Price MF-\$0.27 HC-\$7.04 176p.

*FEMALES, *EMPLOYMENT OPPORTUNITIES, GEOGRAPHY, POPULATION DISTRIBUTION, ECONOMIC FACTORS, *EDUCATIONAL BACKGROUND, HEALTH SERVICES, EMPLOYMENT STATISTICS, FAMILY INCOME, OCCUPATIONS, RURAL AREAS, JOB TRAINING, *ESKIMOS, *OCCUPATIONAL HOME ECONOMICS,

Alaska,

Individuals and employers were interviewed in 25 towns and villages, during 1964-65 to determine -- (1) employment opportunities for women in Alaska, (2) previous job training for women, (3) the best methods of training women for available employment, (4) the need for new employment opportunities, and (5) possible new training programs. Information on the economy, geography, educational facilities, health services, and women's employment is organized by geographic regions. Background information is given on the education and working conditions of women, and the health problems of the region. Many women seeking work in Alaska were unskilled. Many Alaskan families lived in substandard housing because of low income. Job opportunities in the larger towns were more plentiful for the trained women but were scarce for the untrained. Eight recommendations included -- (1) The effort to prevent high school dropouts should be increased, (2) High schools should offer intensive courses in home economics for employment preparation in schools where the dropout rate is high, and (3) Vocational education for women should include course in money management. Separate recommendations were made for Eskimo villages. (MS)

VT 000 084

Technical Need Study - Vermilion County, Illinois.

Murphy, Christy A. * and others

Illinois Univ., Urbana. Coll. of Engineering

Danville Unit School District 118, Illinois

Illinois State Board of Vocat Educ and Rehab, Springfield

May64

DOCUMENT NOT AVAILABLE FROM EDRS 109p.

*TECHNICAL OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, JOB SKILLS, *EMPLOYERS, OCCUPATIONAL SURVEYS, *OPINIONS, QUESTIONNAIRES, *EDUCATIONAL NEEDS, TECHNICIANS, TECHNICAL EDUCATION,

Vermilion County, Illinois,

Technician need in this study includes determination of the need for technicians of Vermilion County industries and the qualifications the technicians must have to meet the demands of the industries. There were 262 firms within the county that were potential employers of technicians, and 80 of them employed 512 technicians. An interview form was used to gather information from 80 employers. Of the 512 technicians contacted, 344 returned questionnaires. The findings disclosed that employers were interested in both a local supply of trained technicians and an opportunity for employed technicians to improve their educational qualifications. The majority were operating some sort of training programs and were hiring technicians who had been trained outside the county. The mean salary of technicians who had attended high schools outside Vermilion County was \$907 higher than of those who had attended high schools within the county. To meet demands for new personnel between 1963 and 1968 it would be necessary for a technical school to have enrollments of 100-120 in mechanical, 50-60 in electrical-electronic, and 30-40 in chemical technology. Comparison of employers and technicians responses showed -- (1) Both groups felt mathematics, English, and speech were very important to the technicians, and (2) Technicians considered themselves adequate in these subjects, while employers felt they were inadequate. (PA)

VT 000 269

Job Title Profiles in Off-Farm Agricultural Occupations.

Oklahoma Vocat. Research Coordinating Unit, Stillwater

66

DOCUMENT NOT AVAILABLE FROM EDRS 73p.

*INDIVIDUAL CHARACTERISTICS, *AGRICULTURAL SKILLS, *VOCATIONAL AGRICULTURE, HUMAN RELATIONS, SALESMANSHIP, BUSINESS SKILLS, PLANT SCIENCE, ANIMAL SCIENCE, AGRICULTURAL MECHANICS, LIVESTOCK PROCESSING OCCUPATIONS, DAIRY PROCESSING OCCUPATIONS, CROP PROCESSING OCCUPATIONS, AGRICULTURAL SUPPLY OCCUPATIONS, POULTRY PROCESSING OCCUPATIONS, ORNAMENTAL HORTICULTURE OCCUPATIONS, AGRICULTURAL MACHINERY OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES,

*EDUCATIONAL NEEDS,

An analysis of data from 2,000 job title interviews in over 700 agricultural businesses in Oklahoma resulted in the identification of 100 job titles requiring competencies in agriculture. The competencies were grouped into nine categories -- (1) human relations, (2) employee traits, (3) salesmanship, (4) business management, (5) agricultural business management, (6) plant and soil science, (7) animal science, (8) agricultural machinery and power, and (9) building construction technology. Current and anticipated employment opportunities, worker characteristics, and needed competencies were determined for the 33 job titles offering the greatest employment opportunity and are included in the report. The job titles are in agricultural machinery, livestock processing, dairy processing, crop processing, agricultural supply, ornamental horticulture, agricultural machinery, and poultry processing occupations. (JM)

VT 000 473

A Summary of a Survey of the Employment Opportunities and Competencies Required for Entry in Selected Occupations in Agricultural Businesses in Three Communities in New York State, 1964.

New York State Education Dept., Albany

Apr65

DOCUMENT NOT AVAILABLE FROM EDRS 19p.

*OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, AGRICULTURAL SKILLS, EMPLOYMENT LEVEL, EMPLOYMENT STATISTICS, *EMPLOYMENT OPPORTUNITIES, BUSINESS SKILLS, *OCCUPATIONAL CLUSTERS, PART TIME JOBS,

New York,

A responsible person in each of 57 firms representing 24 types of business establishments was interviewed in order to identify job levels, numbers of employees, estimates of future openings, and employee traits and qualifications for off-farm agricultural occupations which involved both agricultural and business or distributive competencies. The occupations were grouped by "Dictionary of Occupational Titles" code numbers under eight occupational families related to agriculture. There were 509 full-time employees and 162 part-time employees identified. Only 20 of the firms estimated annual employment needs. These were 40 full-time and 35 part-time persons for replacement and new positions. Employers listed 14 personal traits, such as "ability to meet the public," and 13 competencies, such as "knowledge of farm products and markets" needed by sales workers and managers. (EM)

VT 000 483

List of Selected Publications Pertaining to Teaching Agricultural Occupations.

New York State Educ. Dept., Albany. Bur. of Agr. Educ.

Jun64

DOCUMENT NOT AVAILABLE FROM EDRS 11p.

*AGRICULTURAL OCCUPATIONS, *BIBLIOGRAPHIES, *OCCUPATIONAL INFORMATION, *OFF FARM AGRICULTURAL OCCUPATIONS,

These 185 references and their sources have been selected to furnish information to the agriculture teacher, vocational counselor, and others concerned with agricultural occupations. Publishers are commercial guidance services, private businesses, professional groups, governmental agencies, colleges, and universities. Most items were published after 1950. (EM)

VT 000 538

Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Shreveport-Bossier City Area. (Vo. Ag. Ed., no. 7).

Curtis, C. M. * Mumphrey, Anthony

Louisiana State Univ, Baton Rouge. Dep of Vocat Agr Educ.

Mar65

DOCUMENT NOT AVAILABLE FROM EDRS 66p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS,
*OCCUPATIONAL CLUSTERS, EMPLOYMENT LEVEL, SALARIES, WORK EXPERIENCE,
EMPLOYERS, EMPLOYMENT OPPORTUNITIES, AGE, RESIDENCE REQUIREMENTS,
*EMPLOYMENT QUALIFICATIONS, *EDUCATIONAL NEEDS, EDUCATIONAL
SURVEYS, OCCUPATIONAL SURVEYS,

Louisiana, Shreveport,

The principal purpose of this survey was to identify off-farm agricultural occupations requiring knowledge and skill in agriculture and to obtain specific job qualifications and training requirements. One of seven surveys in metropolitan areas in the state, it was conducted by trained interviewers. A total of 221 businesses reported 4,338 employees, of which 1,717 in 294 job titles required agricultural knowledge and skill. Job titles were found in all agricultural occupational families and at nine levels with some difference in levels in different families. Job entry age preference by employers was between 25 and 45. Sales level jobs commanded the better beginning salaries. Employers were reluctant to hire those with less than a high school education, and preferred some college. No strong residential background preference was reported by employers, nor was farm experience required. Most employees were required to have agricultural knowledge and skill, with the managerial, supervisory, and sales levels needing more specific familiarity with agricultural subject areas. Recommendations are included on implementation of educational programs in light of the study results. (JM)

VT 000 545

Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Monroe-West Monroe Area. (Vo. Ag. Ed., no. 10).

Curtis, C. M. * Mumphrey, Anthony

Louisiana State Univ, Baton Rouge. Dep of Vocat Agr Educ.

Apr65

DOCUMENT NOT AVAILABLE FROM EDRS 63p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, *OCCUPATIONAL CLUSTERS, EMPLOYMENT LEVEL, EMPLOYMENT OPPORTUNITIES, WORK EXPERIENCE, *EMPLOYMENT QUALIFICATIONS, SALARIES, AGE, RESIDENCE REQUIREMENTS, *EDUCATIONAL NEEDS, OCCUPATIONAL SURVEYS, EDUCATIONAL SURVEYS, EMPLOYERS,

Louisiana, Monroe,

The objectives of this survey, one of seven area studies in the state, were to identify off-farm agricultural businesses, to secure qualifications for the jobs, and to determine agricultural training requirements. Using a survey questionnaire, trained interviewers gathered data from businesses identified as agriculturally oriented. Of the 4,110 employed in 108 agricultural firms, 1,225 in 222 job titles needed agricultural knowledge and skill. When classified by occupational families, it was found that -- (1) crops, forestry, and soil conservation, and (2) farm supplies and equipment were prominent. Unskilled, managerial, and semiskilled levels of employment were most frequently reported. There were few at the professional and technical levels. Preferred job entry age was between 25 and 45. Employees with more training and experience received higher salaries. Employers favored employees with high school and college education. Employees with a farm residential background were not favored, though farm experience was important. The greatest need for familiarity with agricultural subjects was in the managerial, supervisory, sales, and skilled levels of employment. Firm or industry schools and on-the-job training were preferred over public vocational school and agricultural colleges, as presently constituted for continuing education. Recommendations are included for revising training programs. (JM)

VT 000 607 ED 011 031

Follow-Up of 1965 Graduates.

Connecticut State Dep. of Educ., Div. of Vocat. Educ.

66

EDRS Price MF-\$0.09 HC-\$1.96 49p.

*VOCATIONAL FOLLOWUP, *GRADUATES, DISTRIBUTIVE EDUCATION, VOCATIONAL AGRICULTURE, TRADE AND INDUSTRIAL EDUCATION, SEX (CHARACTERISTICS), *TECHNICAL INSTITUTES, *HIGH SCHOOLS, *VOCATIONAL SCHOOLS, HOMEMAKING EDUCATION, HEALTH OCCUPATIONS EDUCATION,

Connecticut

The 48 Connecticut schools and institutes supplying information for this study reported 2,736 vocational graduates in 1965. Of these, 85 percent were employed in occupations for which they were trained. Although there were 311 more graduates than in 1964, there was a 3.2 percent decrease in graduates continuing their education. Unemployment decreased from 1.6 percent in 1964 to 1.2 percent in 1965. The 1,732 who were employed in their field would earn a gross income of \$7,061,918. Tables of data are shown for male and female graduates by schools, programs, occupations, and towns. For each classification, data show the number of courses offered, graduates in 1965, those who continued training in full-time school, those who entered the armed services, those available for employment, the mean hourly wage earned, the number employed in occupations not related to trade, the unemployed, and those not accounted for. A table and graphs show total graduates, numbers employed at trade, and numbers continuing full-time education since 1956. (EM)

VT 000 645 ED

Summary of Research Findings in Off-Farm Agricultural Occupations.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-\$0.18 HC-\$3.76 94p.

*VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, EMPLOYMENT OPPORTUNITIES, *AGRICULTURAL SKILLS, EMPLOYMENT TRENDS, OCCUPATIONAL SURVEYS, EMPLOYMENT STATISTICS, SALARIES, EDUCATIONAL NEEDS, AGE, RESIDENCE REQUIREMENTS,

As a result of two conferences held in 1963-64, interview-type surveys of employment needs in off-farm agricultural businesses were conducted in 26 states in 1964. The analysis of the findings resulted in this synthesis. Information is given on -- (1) numbers of people employed, (2) present number, estimated increase, occupational group and level of employment of workers needing agricultural competencies, (3) occupational titles, (4) groups of agricultural competencies, and (5) salaries, educational and age requirements, and background preferred. Brief summaries of the state studies are given. Findings were -- (1) Almost half of those employed needed education in agriculture with a 20 percent increase expected in five years, (2) The greatest need for agriculturally trained employees will be in agricultural supplies sales and services, agricultural machinery sales and services, ornamental horticulture services, and livestock and crop food products marketing and distribution, (3) Competency needs are determined by the products handled by the business, (4) Subjects taught to students preparing for production farming are also needed, (5) Vocational agriculture may support or be supported by other vocational subjects in many instances, (6) Salesmanship, human relations, and business management are competencies needed by all employees, and (7) Beginning salaries and wages for service workers are relatively low. (JM)

VT 000 744 ED

Occupations in Colorado. Part I, Outlook By Industries.

Colorado Vocat Educ Res Coordinating Unit, Fort Collins

Jun66

EDRS Price MF-\$0.09 HC-\$1.08 27p.

*EMPLOYMENT TRENDS, *EMPLOYMENT STATISTICS, *OCCUPATIONS, *LABOR FORCE,

Colorado,

Current and projected employment statistics are given for the state and for the Denver Standard Metropolitan Statistical Area which includes Adams, Arapahoe, Boulder, Denver, and Jefferson Counties. Data were obtained from the Colorado Department of Employment, Denver Research Institute, U.S. Census, University of Colorado, Mountain States Telephone Company, and Public Service Company publications. Employment figures for 1950, 1960, 1965, and 1970 are shown for agriculture, mining, construction, total manufacturing, food products, textiles and apparels, rubber and plastic products, chemicals, printing and publishing, other nondurable goods, furniture, lumber and wood products, primary metals, fabricated metals and ordnance, machinery except electrical, electrical machinery, electrical equipment and supplies, transportation equipment, other durable goods, railroads, trucking and warehousing, other transportation, communications, utilities and sanitary services, business and repair services, entertainment and recreation services, medical and health, wholesale, total retail, food stores, eating and drinking, general merchandise and variety stores, auto dealers and gas stations, finance, insurance and real estate, federal government, and state and local government. Trends in each classification are commented on. (PS)

VT 001 276

Health Service Occupations, Occupational Needs, Educational Requirements, 1971-1976, Hartford Area.

Connecticut State Dep. of Education, Hartford

Connecticut Univ., Storrs. Labor Education Center

Oct66

DOCUMENT NOT AVAILABLE FROM EDRS 57p.

*HEALTH OCCUPATIONS, *OCCUPATIONAL SURVEYS, *HEALTH SERVICES,
Hartford, Connecticut,

Planning programs of vocational education requires knowledge of occupations in short supply, an estimate of the number needed in the future, and the nature of the training desired. Gathering data to determine this was the purpose of this study. Administrative personnel in health services were asked to furnish current full- and part-time employment, expansion needs for 1971 and 1976, expected employment mortality, and current openings for various health occupations. They were also asked to give formal education needed, course content preferred, type of prior work experience preferred, advancement opportunities, normal hiring channels, and licensing and other special job features for these occupations. The survey covered 50 occupations which employed 8,327 persons in June 1966, of whom 5,877 were full-time and 2,450 were part-time. There were 890 vacancies. Expansion plans called for 3,726 additional workers by 1971 and 5,266 by 1976. Replacement needs were estimated at 3,910 by 1971 and 9,703 in 1976. All of the responses concerning educational and experience requisites are reported for all the occupations. (EM)

VT 001 570 ED 011 293

Research in Home Economics Gainful Employment, Five Pilot Projects in Mississippi, 1965-1966. (Preliminary Report, no. 15).

Witt, Mildred R., Comp.

Mississippi Res Coordinating Unit for Vocat-Tech Educ.

Mississippi State Dep of Educ., Div of Vocat-Tech Educ.

Dec66

EDRS Price MF-\$0.09 HC-\$1.40 35p.

*OCCUPATIONAL HOME ECONOMICS, *PILOT PROJECTS, *PROGRAM DEVELOPMENT, PROGRAM EVALUATION, RECORDS (FORMS),

Mississippi,

Projects for training persons for wage earning occupations requiring home economics competencies were conducted to obtain direction and guidelines for similar classes in Mississippi. Specific objectives were to -- (1) explore various procedures for organizing classes in local communities, (2) secure information on local employment opportunities, (3) explore possibilities for job placement and followup of trainees, (4) develop curriculum materials in child care, clothing, family, and food services, and (5) provide an opportunity for student teachers to observe these programs. Programs were offered in food services, clothing services, child care services, family services, and assistant homemaking services. They were sponsored by the five state colleges with teacher education programs in home economics. The 101 trainees were from 18 to 61 years of age, and included persons already employed but wanting to up-grade their skills. Curriculum materials were developed in 4 areas. The projects indicated that the program must be flexible, and qualified instructors are available. It was recommended that the classes be continued where needed. Job analysis should precede the classes, and work experience should be required. Other recommendations were made and guidelines were established. Forms used in the program are included. (MS)

VT 001 744 ED 011 298

Annual Estimated Replacement Farmer Opportunities in Nebraska.
(Departmental Report, nc. 3).

Genereux, Douglas G.

Nebraska Univ., Lincoln. Dep. of Agr. Education

Mar67

EDRS Price MF-\$0.09 HC-\$0.56 14p.

*FARMERS, *FARM OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES, *RURAL
YOUTH, EMPLOYMENT TRENDS, MALES,

Nebraska,

An estimate of annual farmer replacement needs in the 93 counties of Nebraska was computed by a formula developed by Clarence Bundy at Iowa State University and applied to census data. The formula was used to determine the number of farmer retirements, or farmers leaving farming, and farm consolidation rates. It was estimated that 951 farming opportunities would be available annually to 34.9 percent of the estimated 2,725 seventeen year old rural males in Nebraska in 1969. Farming opportunities estimates ranged from 31.4 in Knox County to 18.0 in Douglas County with an average of 10.2 opportunities for each of the counties. The greatest need for replacements existed in the eastern and central sections of the state. (JM)

VT 001 750 ED 011 299

A Continuation of the 1963 High School Graduates Follow-up Study.

Colorado Vocat Educ Res Coordinating Unit, Fort Collins

Sep66

EDRS Price MF-\$0.18 HC-\$2.40 60p.

*GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, VOCATIONAL INTERESTS,
VOCATIONAL EDUCATION, *STUDENT CHARACTERISTICS, *COLLEGE ATTENDANCE,
*EMPLOYMENT PATTERNS,

Colorado,

A sample of Colorado high school students graduating in 1963 was surveyed two years after graduation. Information was analyzed by dividing the sample into four groups which characterized the graduates post high school activities -- (1) 123 went directly to school, (2) 84 went directly to work, (3) 83 went to school and then to work, and (4) 59 went to work and then to school. Data are given for each group on -- (1) age, sex, education, mobility, marital status, their high school curriculum, father's occupation, (2) number of jobs held, full or part-time nature of the jobs, type of industry, type of job, reasons for leaving the job, (3) number of schools attended, type of school, major, length of time at school, and reasons for leaving, and (4) the interests and attitudes of the graduates toward vocational education. Subjects whose fathers were employed in skilled and semi-skilled occupations had more interest in vocational training, and less interest in higher education than their counterparts in the professional group. However, 58.4 percent of this group and 74.1 percent of the group whose fathers were professionals, desired a college education. (PS)

VT 001 766 ED 010 654

A Forced-Choice Procedure for Measurement of Pupils' Attitudes Toward Major Dimensions of Work. (Project no. ERD-257-65, Report no. 3).

Heiner, Harold G. * and others

Washington State Univ., Pullman. Dep. of Education

Washington State Board for Vocat. Educ., Olympia

Dec66

EDRS Price MF-\$0.09 HC-\$1.32 33p.

*STUDENT ATTITUDES, *SKILLED OCCUPATIONS, *ATTITUDE TESTS, *WORK ATTITUDES, TEST CONSTRUCTION, VOCATIONAL INTERESTS,

Selected Occupational Attitudes Inventory,

A forced-choice occupational attitudes inventory was developed for measuring pupils' attitudes toward component dimensions or parts of nonprofessional level work in office, retail, health service, and construction occupations. Dimensions for which attitudes were measured were -- (1) tools, (2) materials, (3) nature of tasks performed, (4) personal relationships, and (5) physical environment. The inventory was designed so that each subject arrived at 9 preferences derived from 9 groups of questions each having 10 forced-choice questions. The pilot sample consisted of 153 pupils in grades 7, 8, and 9. The responses indicated definite attitudes towards the dimensions even though occupational choices by job title seemed quite unrealistic. Students indicated that the nature of tasks performed was the most important consideration in their job preferences. Environment appeared to be relatively unimportant. The instrument appeared to be an effective device for stimulating interest in occupational choice. It was concluded that it had sufficient promise to justify future validation. A copy is included. (EM)

VT 001 807 ED

Manpower Projections and Training Needs Forecast to 1975 for the Terre Haute Area. Interim Report. (Project no. 6-2717).

Indiana Res. and Develop. Coordg. Unit, Terre Haute

Nov66

EDRS Price MF-\$0.09 HC-\$1.04 26p.

*OCCUPATIONAL SURVEYS, *EMPLOYMENT TRENDS, *EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, PROFESSIONAL OCCUPATIONS, TECHNICAL OCCUPATIONS, CLERICAL OCCUPATIONS, SALES OCCUPATIONS, SKILLED OCCUPATIONS, SEMISKILLED OCCUPATIONS, SERVICE OCCUPATIONS, FARM OCCUPATIONS, UNSKILLED OCCUPATIONS, MANAGERIAL OCCUPATIONS,

Terre Haute, Indiana,

Using U.S. Census Bureau and Indiana Employment Security Division data, a previous study was updated to include projections of manpower and training needs for the Terre Haute area. Graphs show trends for eight occupational groups in the United States, the nation's urban areas, Indiana, and the Terre Haute Standard Metropolitan Area. Manpower needs are shown for specific occupations and graphically displayed for 1960, 1965, 1970, and 1975 for the following occupational groups -- (1) professional and technical, (2) clerical and sales, (3) craftsmen and foremen, (4) operatives and trainees, and (5) service. Replacement, preparatory, inservice, and total training needs are forecast for selected occupations. Rising manpower needs are forecast in professional, technical, and service occupations. Steadily decreasing needs are forecast for proprietors, managers, clerks, salesmen, operatives, trainees, laborers, farmers, and farm laborers. Needs are expected to remain steady for craftsmen and foremen. (JM)

VT 001 977

The Need to Establish a Marine Sciences Technology Program at Shoreline Community College.

Teel, Ward * and others

Shoreline Community College, Seattle, Washington

66

DOCUMENT NOT AVAILABLE FROM EDRS 39p.

*SCHOOL SURVEYS, EDUCATIONAL PLANNING, *MARINE TECHNICIANS, MARINE TECHNOLOGY, TECHNICAL EDUCATION, EMPLOYMENT TRENDS, PROGRAM PLANNING, *EDUCATIONAL NEEDS, FEASIBILITY STUDIES, COMMUNITY COLLEGES, *OCCUPATIONAL SURVEYS,

Shoreline Community College, Washington, Seattle,

The purposes of this study were to -- (1) provide employment information, (2) assess existing training facilities, and (3) determine the feasibility of establishing community college programs. Employers in industries, governmental agencies, and institutions were personally interviewed. Information was collected on -- (1) the types of technicians employed, (2) jobs done by the technicians, (3) equipment used, (4) training of present technicians, (5) approximate salaries, (6) number presently employed, (7) personnel turnover, and (8) future employment plans. Responses indicated that 157 marine biology technicians, 111 physical oceanographic technicians, and 767 general biological technicians would be needed through 1969. Educational programs were needed for these technicians. The results of the job analysis are given. (EM)

VT 002 148 ED

Important Factors Concerning Human Resources in Mississippi.
(Preliminary Report, no. 11).

Wall, James E.

Mississippi Res Coordg Unit for Vocat Educ, State College

Mississippi State Dep of Educ., Jackson

Feb66

EDRS Price MF-\$0.09 HC-\$1.80 45p.

*HUMAN RESOURCES, *LABOR FORCE, *POPULATION TRENDS, ACADEMIC
ACHIEVEMENT, *VOCATIONAL EDUCATION, STUDENT ENROLLMENT, ENROLLMENT
TRENDS, DROPOUTS, EXPENDITURES,

Mississippi,

The more important characteristics of the state's human resources and information concerning vocational education programs are presented. Mississippi's population increased 21.6 percent between 1920 and 1960. Census data indicated -- (1) Birth rates are higher than national average, (2) Death rates are close to the national average, (3) The shift from rural-agriculture to urban-industrial continues, and (4) Migration losses have been depleting young adults, especially nonwhites. Vocational programs in the secondary and postsecondary schools are designed for entry jobs and the retraining and upgrading of youth and adults. Courses are offered in -- (1) agricultural education, (2) distributive education, (3) health occupations education, (4) home economics education, (5) trade and industrial education, (6) technical education, (7) business and office occupations, and (8) manpower training. The median for school years completed in 1960 was 8.9 years. School enrollment for 1964-65 was 606,200 and is projected as 602,700 for 1970-71. In 1964-65, \$9,413,100 was spent for vocational education. Other tabular data are given for the population and vocational education. (EM)

VT 002 199 ED

Follow-Up Survey of High School Vocational Graduates. Final Report.

Utah Res. Coordg. Unit for Vocat. and Tech. Educ.

66

EDRS Price MF-\$0.09 HC-\$0.44 11p.

*GRADUATE SURVEYS, *VOCATIONAL EDUCATION, *HIGH SCHOOL GRADUATES,
*VOCATIONAL FOLLOWUP, POSTSECONDARY EDUCATION, EDUCATIONAL
BACKGROUND, TECHNICAL EDUCATION, INDUSTRIAL ARTS,

Utah,

Records in the Office of the Utah State Superintendent of Public Instruction were surveyed to determine the extent to which terminal high school vocational students entered work in the occupation for which they were trained, in related occupations, and in areas unrelated to their high school vocational program. Only 1966 graduates were studied. Available personnel records at Weber State College and Utah Technical College were examined to determine how many students entering postsecondary vocational and technical programs had high school vocational training in the same or unrelated fields, no high school vocational training, or training in a high school industrial arts program. Findings were -- (1) Of 2,132 students employed or available for employment, 30 percent were employed full-time in the occupations for which they were trained, 18 percent were employed full-time in related occupations, and 27 percent were employed full-time in unrelated occupations, and (2) Of 1,328 postsecondary students, 533 records were examined, and 795 had no records. Of the 533 students, 64 percent had high school training in the same field, 35 percent in unrelated fields, and 30 percent had industrial arts training. (PS)

VT 002 326

Special Survey of Training Needs for Diesel Engine Maintenance and Repairman.

Connecticut State Dep. of Labor, Hartford. Empl Secur Div

Mar67

DOCUMENT NOT AVAILABLE FROM EDRS 7p.

*DIESEL MECHANICS, *OCCUPATIONAL SURVEYS,

Connecticut,

From a sample of 245 firms where the use of diesel engines was reasonably widespread, there were 166 responses. These employed 515 diesel engine repairmen and needed 63 more. Projections to March 1969 totaled 642. The greatest demand was in the heavy construction and diesel-engine equipment dealer industry groups. The primary source of training for workers was on-the-job training. (EM)

EVALUATION
AND MEASUREMENTS
SECTION

VT 000 048 ED

An Analysis of High School Vocational Agriculture from Evaluations of Graduates in the Panhandle-Plains Area of Texas.

Eggenberger, Lewis

Texas Technol. Coll., Lubbock. Dep. of Agr. Educ.

Ju164

EDRS Price MF-\$0.09 HC-\$2.24 56p.

FARMERS, OFF FARM AGRICULTURAL OCCUPATIONS, *PROGRAM EVALUATION, *VOCATIONAL AGRICULTURE, LEADERSHIP TRAINING, HIGH SCHOOL GRADUATES, SUPERVISED FARM PRACTICE, *VOCATIONAL FOLLOWUP, COLLEGE ATTENDANCE, PARENTAL BACKGROUND, *OCCUPATIONAL CHOICE,

Texas, Future Farmers of America, FFA Degree,

Questionnaires were sent to 1,201 of the 1,540 graduates from a representative sample of 52 of the 89 high schools in the area who had completed one or more years in vocational agriculture and who graduated in 1953, 1954, and 1955 to determine (1) their current occupation, (2) factors related to their occupational choice, (3) whether they had attended college, (4) their evaluation of course areas, (5) their evaluation of subject matter areas, and (6) their evaluation of vocational agriculture and Future Farmers of America (FFA) activities. Of the 846 who responded, 28.4 percent were farm operators, 15.7 percent were employed in farm-related occupations, 49.5 percent had entered nonagricultural employment, and 6.4 percent were in military service. Over 56 percent of the graduates whose fathers were farm operators entered agricultural occupations, compared with 18.9 percent whose fathers were in nonagricultural occupations. A graduate was more likely to become a farm operator as the number of years he had studied vocational agriculture increased. Approximately three-fifths had attended college and one-half of these had received a degree. Of the farm operators, 40 percent wished they could have substituted management or agri-business experience for supervised farm programs in high school. FFA leadership training was rated high by those in agricultural fields. (MS)

VT 000 332

A Checklist for a Survey of Distributive Education Programs
Organized Under the "Cooperative Plan."

Levendowski, J. C.

Calif. State Dept of Educ, Sacramento. Bur of Bus Educ.

Sep 65

DOCUMENT NOT AVAILABLE FROM EDRS 17p.

*DISTRIBUTIVE EDUCATION, *PROGRAM EVALUATION, *COOPERATIVE
EDUCATION, *SENIOR HIGH SCHOOLS, *POSTSECONDARY EDUCATION,
CHECKLISTS,

Statements concerning cooperative distributive education are grouped under headings -- (1) "Organization of the Distributive Education Program," (2) "Staff Members," (3) "Support of the School," (4) "Selection and Guidance of Students," (5) "Placement of Students in Training Stations," (6) "Coordination and Public Relations," (7) "Curriculum Organization and Instruction," and (8) "Classroom Facilities and Library." The survey respondent is to read the statements twice, first rating each as (1) undesirable, (2) of average importance, or (3) highly desirable, and second, to show the degree to which each practice is carried out in his program -- (1) not at all, (2) average, with room for improvement, and (3) to a high degree. An answer sheet is included. (SL)

VT 000 334

A Total Look at Home Economics.

Pinellas County Public Schools, Clearwater, Fla.

Mar66

DOCUMENT NOT AVAILABLE FROM EDRS 11p.

PROGRAM EVALUATION, *CURRICULUM EVALUATION, *HOMEMAKING EDUCATION, ADMINISTRATOR RESPONSIBILITY, HOME VISITS, HOME EXPERIENCES, TEACHER RESPONSIBILITY, *CITIZEN PARTICIPATION, SECONDARY SCHOOLS, ADULT EDUCATION, *EDUCATIONAL IMPROVEMENT,

One hundred and thirty students, parents, citizens, teachers, and school administrators attended five meetings to evaluate the homemaking curriculum, and recommendations or "challenges" were made to secondary teachers, adult teachers, and school administrators. Specific suggestions for home visits and home experiences are listed. It was recommended that a brief annual review be initiated to evaluate the program and consider new problems. (MS)

VT 000 428

A Study of FFA Cooperative Acquaintanceship Programs in Illinois.

Hemp, Paul E. * Ehresman, Norman D.

Illinois Univ., Urbana. Div. of Agricultural Education

Jan65

DOCUMENT NOT AVAILABLE FROM EDRS 22p.

*VOCATIONAL AGRICULTURE, QUESTIONNAIRES, *EDUCATIONAL PROGRAMS,
*FARMER COOPERATIVES, *PROGRAM EVALUATION, RURAL YOUTH, YOUTH
PROGRAMS,

FFA, Cooperative Acquaintanceship Program, Farm Bureau,

County Farm Bureau secretaries of organizations in Illinois were surveyed to -- (1) determine the nature and extent of Future Farmers of America (FFA) Cooperative Acquaintanceship Programs now being conducted, (2) discover their attitudes and opinions about the values of these programs, (3) discover ways and means of upgrading the programs, and (4) develop a model which could be used on a pilot basis in counties where new or revised programs are contemplated. All secretaries responded to the 32-item questionnaire which was sent to them. A summary of responses is given for each item, and findings are summarized and commented on. Findings included -- (1) 65 counties or 66.3 percent of the county units in Illinois hold FFA Cooperative Acquaintanceship Programs, and (2) The most frequently mentioned reasons for conducting FFA Cooperative Acquaintanceship Programs are to acquaint students with Farm Bureau-type cooperatives and to help students understand how these cooperatives work. The questionnaire form is included. This study was a part of a broader research project, "Education Regarding Cooperative Organizations in Rural Areas." (EM)

VT 000 457

Job Performance of Young Workers in Relation to School Background,
A Pilot Approach Toward Using the Job Environment in Evaluating
Both General and Vocational Education.

Bergstrom, Howard E.

Educ Res and Develop Counc of the Twin Cities Metrop Area

20Apr66

DOCUMENT NOT AVAILABLE FROM EDRS 217p.

*VOCATIONAL EDUCATION, *HIGH SCHOOL GRADUATES, *GENERAL EDUCATION,
*PERSONNEL EVALUATION, PROGRAM EVALUATION, COMPARATIVE ANALYSIS,
MALES, GRADES (SCHOLASTIC), EMPLOYMENT LEVEL, PILOT PROJECT,
INDIVIDUAL CHARACTERISTICS,

The purpose of this study was to explore ways of using the work environment to appraise the effects of preemployment education -- both general and vocational education -- on subsequent job success. Data were collected from August 1964 to May 1965, and came from three primary sources -- (1) telephone interviews with 150 boys who graduated from three different types of high schools in 1963 but had obtained full-time work instead of continuing their formal education, (2) their official school records (class rank, grades in English and vocationally-oriented subjects, attendance records, and scores in intelligence and the Differential Aptitude Test), and (3) the employers of the 150 boys who were interviewed by the investigator at 123 places of employment. Each employer defined the job as being on one of four levels of difficulty, and indicated the order of importance of three clusters of characteristics -- (1) communication competency (valued most in 42 cases), (2) personal adequacy (valued most in 91 cases), and (3) skills unique to the job (valued most in 17 cases). Boys from all three schools were equally successful in obtaining jobs related to their training. Although no significant relationship existed between class rank in school and rank on the job, the poorest fourth of graduates had significantly poorer evaluations on every measure of job success. (SL)

VT 001 099 ED 011 037

Report of a National Seminar, "Evaluation and Program Planning in Agricultural Education," July 27-30, 1966.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

66

EDRS Price MF-\$0.18 HC-\$5.00 125p.

*VOCATIONAL AGRICULTURE, *SEMINARS, OFF FARM AGRICULTURAL OCCUPATIONS, PROGRAM PLANNING, *EDUCATIONAL OBJECTIVES, EVALUATION METHODS, EVALUATION TECHNIQUES, *PROGRAM EVALUATION, TECHNICAL EDUCATION, AGRICULTURAL EDUCATION, VOCATIONAL EDUCATION, FEDERAL LEGISLATION, GUIDELINES,

Providing 72 leaders from 36 states an opportunity to pool resources and plan for evaluation, the seminar was directed toward consideration of state staff leadership roles in evaluating pilot programs, appraising teaching models, planning continuing evaluation, developing evaluation techniques in conjunction with program planning, and formulating dissemination procedures. Individual presentations include -- (1) "Purposes of the Seminar" by J. W. Hensel, (2) "Objectives and Evaluation in Vocational Agriculture" by S. S. Sutherland, (3) "The Center Project in Off-Farm Agricultural Occupations" by G. L. Luster, (4) "Federal Responsibilities in Evaluation of Vocational and Technical Education" by B. Michael, (5) "The Role of The Center in National Evaluation" by V. E. Christensen, (6) "Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture" by R. J. Woodin, (7) "A Progress Report on Interstate Cooperation" by W. H. Annis, (8) "Evaluation Through Research" by F. Pearce, (9) "National Evaluation in Vocational Agriculture" by H. N. Hunsicker, (10) "Alternatives in Program Planning" by V. R. Cardozier, and (11) "Evaluation and Program Planning" by W. H. Martin. (JM)

VT 001 732

Distributive Education at Highlands High School, 1956-66.

Barnes, Bill

N. Mex Occup Res and Develop Coordinating Unit, Santa Fe

ab67

DOCUMENT NOT AVAILABLE FROM EDRS 29p.

*DISTRIBUTIVE EDUCATION, *VOCATIONAL FOLLOWUP, *HIGH SCHOOLS,
*HIGH SCHOOL GRADUATES,

Highlands High School, Albuquerque, New Mexico,

The general objective of the followup study was to determine how effectively distributive education had contributed to the occupational success of the 1956-66 graduates of Highlands High School. Sixty-one percent of the former distributive education students were contacted. The replies of 334 graduates are recorded in 12 tables. They rated business speech, general business, and bookkeeping high as supporting subjects. They rated office machines, accounting, and home economics very low. They felt that the most helpful units were salesmanship, customer relations, and getting and keeping a job. Approximately 40 percent had completed one or more years of college. (SL)

VT 001 734

A Vocational-Technical Student Follow-Up System.

Mailey, Patrick J.

Washington Res. Coordg. Unit for Vocat. Educ., Olympia

Aug66

DOCUMENT NOT AVAILABLE FROM EDRS 19p.

*ADMINISTRATOR GUIDES, VOCATIONAL EDUCATION, *VOCATIONAL FOLLOWUP, METHODOLOGY, *QUESTIONNAIRES,

A system was designed -- (1) to generate a high percentage of responses, (2) to be easily administered, and (3) to capture necessary data for valid statistical reports and evaluation of vocational programs. Its key method is the "conditioning" of the student, while he is in school, to respond to future questionnaires. Suggestions for doing this are -- (1) Have the student fill out a sample questionnaire, (2) Remind the student that he will be expected to respond to questionnaires in the future, and (3) Publicize followup in campus newspapers. An unmistakable understanding of the positive nature of the followup should dispel distrust at response time. Flow charts illustrate the data processing and followup procedure. Detailed guidelines are given and sample questionnaires and data cards are included. (EM)

FACILITIES
AND EQUIPMENT
SECTION

VT 002 341 ED

Business Education Curriculum Implications of the Effects of Technology on the Types of Office Machines Used by Selected Connecticut Businesses.

Clow, Cletus A.

Central Connecticut State Coll., New Britain

Connecticut State Dep of Educ., Hartford. Div of Vocat Ed

Apr67

EDRS Price MF-\$0.18 HC-\$2.96 74p.

*OFFICE OCCUPATIONS EDUCATION, *OFFICE MACHINES, BUSINESS,
*EDUCATIONAL NEEDS, *CURRICULUM PLANNING, QUESTIONNAIRES,
SURVEYS,

Connecticut,

With the ultimate objective of upgrading vocational programs of office education, a study was made to determine the types of office machines used in selected businesses of Connecticut, the number of employees using them, and the business education curriculum implications of the increasing or decreasing use of any type of office machines. Questionnaire responses were obtained from 3,168 Connecticut businesses, representing 59 different types located in the 17 labor market areas, and from 124 high schools, representing 95 percent of the 131 Connecticut public high schools offering instruction on the use of office machines. Findings from the survey of businesses showed -- (1) an almost 2 to 1 use of the ten-key adding machine over the full-key board, (2) widespread use of the rotary and printing calculator, (3) use of bookkeeping and accounting machines by almost 24.5 percent of the businesses, (4) use of the offset type of duplicator by 35 percent of the 1,434 businesses which used a type of office duplicator, (5) a decreased use of the key-driven calculators, and (6) many full-time job opportunities for card punch, verifier, and transcribing machine operators. Business education curriculum implications included -- (1) the necessity to provide adequate instruction in using 10-key listing machine, card punch machine, offset process of copy reproduction, and printing calculator, and (2) the need for increased training in machine transcribing activities. (PS)

INDIVIDUALS WITH
SPECIAL NEEDS
SECTION

VT 001 317 ED 011 041

A National Survey of Vocational Education Programs for Students with Special Needs.

Groves, Ramsey M.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

20May68

EDRS Price MF-\$0.18 HC-\$4.00 100p.

*DISADVANTAGED YOUTH, *VOCATIONAL EDUCATION, *SPECIAL EDUCATION, *HIGH SCHOOL STUDENTS, QUESTIONNAIRES, EDUCATIONAL SURVEYS, PROGRAM ADMINISTRATION, HIGH SCHOOLS, CURRICULUM, SCHOOL PERSONNEL, TEACHERS,

The major objective was to ascertain the status of vocational education for students with special needs. The study included only programs operated in public high schools, funded either partially or fully by Public Law 88-210, and designed specifically for students who have academic, socio-economic, or other handicaps that prevent them from succeeding in regular vocational education programs. Programs for students who have low mental capacity and require a high degree of attention by specially trained school personnel were excepted. Of the 333 teachers receiving a survey questionnaire, 229 responded. However, only 79 questionnaires were usable because of the scope of the study. The programs were similar to the regular vocational programs. A majority were operated for more than one type of disadvantaged student and the curriculums were planned and adapted to the students' abilities. They were often designed to train the student for employment in a broad spectrum of occupations rather than for a particular skill. A national survey to determine the numbers and locations of students with special needs and research to determine numbers and kinds of jobs for which students with special needs could be trained were recommended. (SL)

VT 001 550 ED

Vocational Education for Persons with Special Needs.

California Coordg Unit for Occup Res and Develop.

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EDRS Price MF-\$0.09 HC-\$1.88 47p.

*VOCATIONAL EDUCATION, *SPECIAL EDUCATION, *EDUCATIONAL PROBLEMS, DROPOUT IDENTIFICATION, DROPOUT RESEARCH, BIBLIOGRAPHIES, ABILITY, *EDUCATIONAL RESEARCH, POTENTIAL DROPOUTS, DROPOUT PREVENTION, CULTURALLY DISADVANTAGED, MENTALLY HANDICAPPED, MIDDLE AGED, AGED, SOCIOECONOMIC STATUS, CONTINUING EDUCATION, EMOTIONALLY DISTURBED, SMALL SCHOOLS, *EDUCATIONAL NEEDS, DELINQUENTS, MINORITY GROUPS, UNDERACHIEVERS, PHYSICALLY HANDICAPPED, EMPLOYMENT OPPORTUNITIES,

A survey of research was made to identify the vocational needs of individuals with special problems. Completed studies, research-in-progress, and current proposals were included. Topics covered in this summary are -- (1) Aging, (2) Continuation Education, (3) The Culturally Deprived, (4) Delinquency, (5) Dropout, (6) Emotional Disturbance, (7) Low Ability, (8) Mental Retardation, (9) Minority Racial Groups, (10) Physically Handicapped Students, (11) Small Schools, (12) Socioeconomic Studies, (13) Underachievers, and (14) Work Opportunities. A bibliography is included. (MS)

VT 001 733 ED 011 296

Vocational Core Program.

Manzanares, Jess * Barnes, Bill

New Mexico Occup. Res. and Develop. Coordinating Unit

Hobbs Municipal Schools, N. Mex.

66

EDRS Price MF-\$0.09 HC-\$0.80 20p.

*WORK EXPERIENCE PROGRAMS, JUNIOR HIGH SCHOOLS, *STUDENT REHABILITATION, SENIOR HIGH SCHOOLS, HIGH SCHOOL STUDENTS, ADMISSION CRITERIA, *DISADVANTAGED YOUTH, VOCATIONAL EDUCATION,

Hobbs Municipal Schools, New Mexico,

A 10-year old program for disadvantaged youths is described. Its objectives are to -- (1) meet the needs of students who have no interest in or ability to adapt to a regular school program, (2) relieve the classroom teacher of discipline problems which become time consuming to the point that other class members are penalized, and (3) establish a flexible school program which includes activities both in and out of the regular school day. Criteria for student selection are -- (1) poor general attitude, (2) lack of interest in the regular curriculum, (3) chronic misbehavior, (4) petty criminal activities, (5) incorrigible truancy, (6) inability to get along with other people, and (7) dropout potential. Scheduling is done on an individual basis by the vocational core teacher. Students are encouraged to participate in a work experience program and take courses which they want to take and in which they can succeed. The program operates at the junior and senior high school level. Junior high students receive credit as recommended by the vocational core teacher and at the senior high level, the principal cooperates in this recommendation. The student may transfer to the regular curriculum at will. Extensive individual counseling is done by the vocational core teacher. (EM)

VT 002 220 ED

A Report on Dropouts From North Dakota Public High Schools.
(Research Report, no. 1).

Boyles, Gary E.

North Dakota Univ., Grand Forks

Aug66

EDRS Price MF-\$0.09 HC-\$1.48 37p.

*DROPOUT CHARACTERISTICS, *DROPOUTS,

North Dakota,

Studies from other states were reviewed to determine the more common characteristics of dropouts. Forms were sent to all high schools in North Dakota for reporting pupil dropouts. The first set of 229 dropout forms returned was analyzed, and the following data for dropouts are given -- sex, race, part-time employment, program of studies, general scholastic achievement, rank in class when dropping out, number of courses failed last report, attendance record of dropouts, disciplinary record, number of schools attended, special efforts by school to retain dropouts, conditions for staying in school, persons conducting exit interview, parental attitudes about son or daughter dropping out of school, source of idea to leave school, persons with whom pupil resided, occupations of parents, relationship with person, reasons for dropping out of school, and future plans of dropouts. Reasons given by the school for male dropouts included -- (1) academic difficulty, 20 percent, (2) parental influence, 21 percent, and (3) marriage, 20 percent. Reasons given by male dropouts included -- (1) academic difficulty, 24 percent, and (2) dislike of school, 29 percent. Pregnancy accounted for approximately 43 percent of the female dropouts. (PS)

INNOVATIVE CONCEPTS
AND EXPERIMENTAL PROGRAMS
SECTION

VT 000 908 ED 011 290

Estimating the Human Resources for Research in Occupational Education in Minnesota.

Pucel, David J. * and others

Minnesota Res Coord Unit in Occup Educ., Minneapolis

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EDRS Price MF-\$0.09 HC-\$0.96 24p.

*EDUCATIONAL RESEARCH, *VOCATIONAL EDUCATION, QUESTIONNAIRES, SURVEYS, *ADMINISTRATOR ATTITUDES, *TEACHER ATTITUDES, RESEARCH SKILLS, PRACTICAL ARTS, COUNSELORS, INTEREST RESEARCH, TEACHERS, EDUCATIONAL PROGRAMS,

Minnesota,

One survey identifies educators in the state who are interested in conducting or receiving training for research in occupational education and estimates their present level of research competence. A second survey identifies the educational administrators in the state who have supportive attitudes toward their staff's participation in occupational education research. Questionnaires were mailed to 5,441 persons -- (1) all the vocational and practical arts educators and guidance counselors in the state at the junior, senior, and post high school level, and (2) educators in related fields in colleges. Of this group, 454 (8.2 percent) expressed an interest in research, and 410 expressed a desire to receive additional research training. Of those who expressed an interest, 48 percent had adequate research experience. The greatest number of interested persons were in industrial arts, guidance, and business and distributive education. The population of the second survey consisted of superintendents, principals, directors, deans, and department heads (648 of 1,186 responded). Approximately 54 percent of the educational administrators in the state had supportive attitudes toward research in occupational education. They perceived the availability of local support as the major obstacle for initiating occupational education research projects. (PS)

VT 001 281 ED 011 039

Systems Under Development for Vocational Guidance, A Report of a Research Exchange Conference, Ohio State University, August 18 and 19, 1966.

Campbell, Robert E., ed. * and others

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

66

EDRS Price MF-\$0.18 HC-\$2.80 70p.

*VOCATIONAL GUIDANCE, *OCCUPATIONAL INFORMATION, *COMPUTER ORIENTED PROGRAMS, COUNSELING PROGRAMS, COUNSELING SERVICES, CAREER PLANNING, *SYSTEMS APPROACH, SYSTEMS DEVELOPMENT, INFORMATION UTILIZATION, INFORMATION PROCESSING, INFORMATION RETRIEVAL, *EXPERIMENTAL PROGRAMS, RESEARCH, VOCATIONAL EDUCATION, COUNSELORS,

Purposes of the conference were -- (1) to review experiences, problems and insights, developed by the individual participants through research and operational use of new technologies, (2) to review the relation of these technologies to vocational education, vocational counseling, and guidance, and (3) to arrange for continued communication among participants as they use systems analysis and technology in vocational guidance research and practice. Three areas were discussed -- (1) projects devoted to the study of careers, (2) projects for the development and presentation of material for the enhancement of career decisions but not involving the computer, and (3) projects devoted to the development of material and the presentation and assessment of presentation with the assistance of time shared computers. Summaries are given for -- (1) Project TALENT, (2) exploratory study of information processing procedures and computer based technology in vocational counseling, (3) a Harvard-Needs-Newton information system for vocational decisions, (4) a study of intellectual growth and vocational development, (5) the development and evaluation of a pilot computer assisted vocational guidance program, (6) clear language printout of demographic and psychometric data regarding college students, (7) a multi-media approach for communicating occupational information to noncollege youth, (8) vocational orientation systems, and 5 other projects. (EM)

VT 001 738 ED 011 297

A Study of the Diffusion Process of Vocational Education Innovations.

Michigan Vocat Educ Res Coordinating Unit, Lansing

67

EDRS Price MF-\$0.09 HC-\$2.16 54p.

*VOCATIONAL EDUCATION, *DIFFUSION (IDEAS), *ADOPTION (IDEAS), HOME ECONOMICS EDUCATION, *INNOVATION, VOCATIONAL AGRICULTURE, HIGH SCHOOLS, TRADE AND INDUSTRIAL EDUCATION, BUSINESS EDUCATION, QUESTIONNAIRES, COMMUNICATION (THOUGHT TRANSFER), SURVEYS,

Michigan,

The main objective was to identify a communication network, if one existed, which could be used to shorten the time lag in adoption of educational innovations in vocational education. Five relatively new practices identified in each of the vocational service areas were surveyed. Questionnaires were sent to all schools in Michigan having reimbursible vocational education programs and responses were received from 118 of the 205 schools with programs in agriculture, 265 of the 600 with programs in business, 280 of the 600 with programs in home economics, and 100 of the 189 with programs in trade and industry. The following data are analyzed for each service area -- (1) the time of adoption of the practices surveyed, (2) percentage of schools which had heard about the practices, adopted the practices, and had been observed by others, (3) patterns of visitation networks, (4) sources of influence to adopt each practice (journals, conferences, etc.), (5) list of practices observed in other schools, (6) new practices being tried, (7) new ideas in the field, and (8) discontinued practices. (PS)

VT 001 765 ED 010 659

Mathematics Clusters in Selected Areas of Vocational Education.
(Project no. ERD-257-65, Report no. 8).

Rahmlow, Harold F. * Winchell, Leonard

Washington State Univ., Pullman. Dep. of Education

Washington State Board for Vocat Educ., Olympia

30Nov66

EDRS Price MF-\$0.09 HC-\$0.60 15p.

*MATHEMATICS, *JOB SKILLS, OFFICE OCCUPATIONS, SALES OCCUPATIONS,
AGRICULTURAL OCCUPATIONS, CONSTRUCTION OCCUPATIONS, CHILD CARE
OCCUPATIONS, *TASK PERFORMANCE,

The objective was to identify clusters of mathematical knowledges which were useful in occupations likely to employ substantial numbers of noncollege bound youth. Occupational areas selected for study were office, general merchandise retailing, building trades, electronics, food service, and child care. Employers, employees, and vocational teachers were consulted and checklists were prepared to identify specific major tasks actually performed by the workers. Questionnaires were administered to representative samples of workers in each occupational area. Each test item was analyzed by a mathematics expert and practitioners who worked in each occupation. Five clusters of mathematics knowledges were found to be useful in all the areas -- (1) operations with fractions, (2) operations with decimals, (3) conversion of fractions to decimals, (4) concept of percentage, and (5) ratio and proportion. Future study was planned. (PS)

INSTRUCTIONAL DEVICES
AND MATERIALS
SECTION

VT 001 763 ED

Effects of Cooperative Overhead Projection Master Development, An Experiment in Use of a Summer Workshop to Stimulate Development and Use of Visual Aids by Vocational Agriculture Teachers. (Project no. ERD-257-65).

Magisos, Joel H. * Sleeth, Stanford

Washington State Univ., Pullman. Dep. of Education

Washington State Board for Vocat. Educ., Olympia

30Nov66

EDRS Price MF-\$0.09 HC-\$2.24 56p.

*VOCATIONAL AGRICULTURE, OVERHEAD PROJECTORS, *TRANSPARENCIES, INSERVICE TEACHER EDUCATION, *TEACHER PARTICIPATION, INSTRUCTIONAL AIDS, VOCATIONAL AGRICULTURE TEACHERS, *WORKSHOPS,

The effects of involving vocational agriculture teachers in the development and experimental use of visual instructional materials were studied. Sixteen teachers examined preliminary versions of overhead projection transparency masters during a 1-week workshop. They suggested improvements, considered utilization, planned experimental use, suggested additional development, explored means of combining different instructional aids, and planned another workshop. Of the 16 teachers, 14 utilized the masters, 11 suggested further improvements, nine suggested specific transparency development in eight areas, and seven wanted to attend another workshop. The preliminary versions of the transparency masters and instructions for local reproduction and use are included. (JM)

PHILOSOPHY
AND OBJECTIVES
SECTION

VT 000 414 ED

Vocational, Technical, and Adult Education.

Illinois Board of Higher Educ., Master Plan Committee H.

Dec63

EDRS Price MF-\$0.09 HC-\$1.64 41p.

*VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, *ADULT EDUCATION, POSTSECONDARY EDUCATION, *EDUCATIONAL PLANNING, UNEMPLOYED, DROPOUTS, EDUCATIONAL NEEDS, STUDENT ENROLLMENT, ENROLLMENT TRENDS, EMPLOYMENT STATISTICS, EMPLOYMENT TRENDS, STATE PROGRAMS,

Illinois,

The study committee presented its report to the Board of Higher Education for use in developing a "Master Plan" for higher education in Illinois. Included are -- (1) characteristics of Illinois' unemployed, (2) data on high school dropouts, (3) the role, nature, and demand for adult and technical education, (4) a recommended plan for adult, technical, and semi-technical education, and (5) conditions for successful technical education in 2-year colleges. It was projected that -- (1) by 1970, 58,000,000 persons now at work and still employed will need training to keep pace with new methods, new materials, and new opportunities, (2) 26,000,000 young workers starting to work between 1960 and 1970 must match the needs of a changing economy, and (3) 3,000,000 women who will switch from housework to jobs will need marketable skills in the decade ahead. Illinois should provide new college level educational facilities and programs to enroll approximately 13,900 full-time and 13,200 part-time students at the technical level (2 years), and 43,000 full-time and 40,000 part-time students at the semi-technical level (1 year). (PS)

VT 001 994

A Praxiological Contribution to a Liberal Education. (Speech to American Council on Industrial Arts Teacher Education, Philadelphia, Pa., March 14, 1967.).

Lux, Donald G.

67

DOCUMENT NOT AVAILABLE FROM EDRS 9p.

*INDUSTRIAL ARTS, *EDUCATIONAL OBJECTIVES, *CURRICULUM DEVELOPMENT, *GENERAL EDUCATION, *EDUCATIONAL PHILOSOPHY,

Industrial Arts Curriculum Project, Industrial Praxiology,

The school's primary objective is to communicate man's accumulated knowledge. Industrial arts can contribute by teaching how to graphically communicate a material product design. The disciplined knowledge of industrial arts can be organized and taught with the major focus on its conceptual framework. Industrial arts has a primary responsibility to effectively communicate its body of knowledge. A study of industrial arts will enable pupils to -- (1) understand the concepts, principles, generalizations, problems, and strategies of industrial technology, (2) appreciate industry as that element of the economic system which provides material goods to satisfy human wants, and (3) demonstrate knowledge and skills that will be useful in occupational, recreational, consumer, and sociocultural significance. A new program framework is needed which includes knowledge of planning, organizing, and controlling an industrial production system consisting of preprocessing, processing, and post processing and knowledge of efficient personnel practices within this system. The program of the Industrial Arts Curriculum Project is designed to teach students that management and production practices combined yield industrial material goods. (EM)

RESEARCH DESIGN
AND RESEARCH DEVELOPMENT
SECTION

VT 000 513

Evaluation of Research. (Paper Presented at Central Region Research Conference in Agricultural Education, University of Nebraska, Lincoln, August 2-4, 1966).

Christensen, Virgil E.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

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DOCUMENT NOT AVAILABLE FROM EDRS 16p.

*EDUCATIONAL RESEARCH, *EVALUATION, *GUIDELINES, *RESEARCH
METHODOLOGY, *SPEECHES,

Principles providing a general framework for the evaluation of research are -- (1) Determine and clarify what is to be evaluated, (2) Select the evaluation technique in terms of the purpose to be served, (3) Consider more than one way of getting maximum yield out of the evaluations, (4) Know the limitations of evaluation techniques, and (5) Recognize that evaluation is a means to an end and not an end in itself. The recognized pitfalls are -- (1) bias, (2) noncomparable data, (3) uncritical projection of trends (overworking the data), (4) improper assumption regarding causation, (5) comparison with an abnormal base, (6) improper sampling, and (7) misuse of statistical methods. (PA)

VT 001 098 ED 011 036

Report of a National Seminar on Agricultural Education, "Program Development and Research," August 9 to 13, 1965. (Vocational Education Leadership Study, no. 1).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

65

EDRS Price MF-\$0.27 HC-\$7.64 191p.

*LEADERSHIP TRAINING, *PROGRAM DEVELOPMENT, *EDUCATIONAL RESEARCH, *SEMINARS, *AGRICULTURAL EDUCATION, STATE DEPARTMENTS OF EDUCATION, OFF FARM AGRICULTURAL OCCUPATIONS, PILOT PROJECTS, PROGRAM EVALUATION, EDUCATIONAL CHANGE, ADOPTION (IDEAS), INNOVATION, VOCATIONAL AGRICULTURE TEACHERS, LEADERSHIP, STATE PROGRAMS,

Nebraska,

The major purpose of the seminar was to provide an opportunity for state leaders to cooperatively formulate plans for initiating and improving state research and development programs. Attending were 68 state and national leaders in agricultural education, vocational education and supporting disciplines from 31 states. They considered the state leadership role in -- (1) research and development program planning, (2) outside resource utilization, (3) pilot program planning, conduct, and evaluation, (4) new program adoption, (5) fund source identification, and (6) regional research program review and plans. Presentations included -- "The Need for State Programs of Research and Development," by R. E. Taylor, "Developing Comprehensive State Programs of Research and Development," by Lloyd J. Phipps, "Utilizing Outside Resources in Research and Development," by O. E. Thompson, "Opportunities and Responsibilities for Research and Development," by Duane Nielsen, "Developing Proposals for Funding Research and Development Projects," by John Caster, "Are We Asking the Right Question," by L. S. Kellogg, "Promising Research Directions in Off-Farm Agricultural Occupations," by Glenn Stevens, "Priority Areas for Program Development in Agricultural Education," by H. N. Hunsicker, "State Leadership Responsibilities in Planning and Conducting Pilot Programs," by Glen Strain, and "Evaluation of Pilot Programs," by G. L. Kelley, Jr. (JM)

VT 001 378 ED 011 042

National Vocational-Technical Education Seminar on the Development and Coordination of Research by State Research Coordinating Units.

Christensen, Virgil E.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

66

EDRS Price MF-\$0.18 HC-\$3.48 87p.

*SEMINARS, *EDUCATIONAL RESEARCH, *PROGRAM DEVELOPMENT, RESEARCH COORDINATING UNITS, *ADMINISTRATIVE ORGANIZATION, INFORMATION DISSEMINATION, *VOCATIONAL EDUCATION, DIFFUSION (IDEAS), AGRICULTURE, EDUCATIONAL CHANGE,

PERT

The purpose of the 5-day seminar was to assist research coordinating unit personnel and other educational leaders fulfill their roles in planning and conducting comprehensive state programs of research and development in vocational education. Its specific objectives were to -- (1) develop a concept of research and development and the conditions essential for its success, (2) develop understanding of a functional organizational structure, (3) identify key individual and organizational roles, (4) develop an understanding of the dynamics of planned change, (5) stimulate empathy and support, (6) establish lines of communication for coordinating state, regional, and national activities, and (7) provide a setting for sharing ideas and seeking solutions. The seminar was attended by 57 participants from many of the states. Papers were -- "The Research and Development Concept -- What is There to be Done and Who can do it Best," by Ray Jongeward, "Improving Research in Vocational Education," by Alan B. Knox, "Structuring the Research Environment," by Loyal W. Joos, "Organizing for Implementing Changes in Education, Some Implications from Agriculture and Diffusion Research," by H. F. Lionberger, "Dissemination of Research and Development Information," by Harold Haswell, "Applications of PERT to Education," by Desmond L. Cook, and "Research Coordination -- What Lies Ahead," by David L. Bushnell. (JM)

VT 001 546 ED

Research and Development in Vocational and Technical Education, Non-Metropolitan Areas. (Final report, Project no. ERD 255).

Thomas, Robert W.

Iowa State Univ. of Science and Technology, Ames.

Nov66

EDRS Price MF-\$0.18 HC-\$2.76 69p.

*VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, *RESEARCH PROBLEMS, HUMAN RESOURCES, EMPLOYMENT OPPORTUNITIES, EDUCATIONAL RESOURCES, SCHOOL POLICY, EDUCATIONAL NEEDS, *RURAL AREAS, PREDICTION, FAMILY INFLUENCE, PSYCHOLOGY, *INTERDISCIPLINARY APPROACH, AGRICULTURAL OCCUPATIONS, OCCUPATIONAL CHOICE, LEGAL PROBLEMS, RURAL DROPOUTS, RURAL YOUTH, PROGRAM DEVELOPMENT, SOCIOECONOMIC INFLUENCES,

Iowa,

An organization was established to undertake interdisciplinary studies of problems associated with vocational and technical education in nonmetropolitan areas. The Strategic Intelligence Unit identified and conceptualized components of problem areas and recommended research activities. The Research Activities Unit conducted research on -- (1) the decision-making process of school districts as it relates to vocational and technical education, (2) occupational problems and vocational training needs of high school dropouts in rural Iowa, (3) the interrelationship of home environment and employment, (4) manpower requirements and demand in agriculture, (5) the problems of predicting rural labor market changes, (6) possible contributions of psychology to interdisciplinary research, (7) determinants of post high school education and vocational choices of rural boys, and (8) legal and political problems and the strategies necessary to implement programs under the Vocational Education Act of 1963. (JM)

VT 001 560 ED 011 292

Michigan Vocational-Technical Education R and D Needs Survey.
Final Report.

Vocat. Educ. Res. Coordinating Unit, Lansing, Mich.

66

EDRS Price MF-\$0.09 HC-\$0.76 19p.

*RESEARCH PROBLEMS, *VOCATIONAL EDUCATION, TEACHER EDUCATION,
CURRICULUM DEVELOPMENT, STUDENT MOTIVATION, VOCATIONAL FOLLOWUP,
DISADVANTAGED YOUTH, ADMINISTRATION, SURVEYS, HANDICAPPED,
RESEARCHERS, COMMUNICATION (THOUGHT TRANSFER), VOCATIONAL GUIDANCE,

Michigan,

A survey was conducted to identify needed vocational and technical research and development activities and to determine priorities for these activities. A list of 83 items was developed from the Michigan Department of Education "Research Bulletin," no. 703, topics suggested at an Arizona conference, and personal contacts with vocational educators. The list was refined by the Division of Vocational Education staff to include 79 items. Local district vocational education directors, intermediate district research staffs, district research staffs, community college staffs and teacher educators returned 190 of 235 opinionnaires after rating each item on a 5-point scale. All 53 items ranked highly by these groups are included in the report in rank order under the categories -- (1) curriculum development, (2) communications, (3) motivation, (4) teacher education, (5) counseling, placement and followup, (6) persons with special needs, (7) administration and (8) general. Respondents identified 47 additional items considered by them as worthy of research or development. High priority items are being recommended for proposal development and funding. (JM)

VT 001 757 ED 011 300

Priority Problems in Vocational Education for the Nation's Big Cities, Developed by Participants of the Research Training Institute, December 5-9, 1966, Denver, Colorado.

Christensen, Virgil E.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

67

EDRS Price MF-\$0.09 HC-\$1.68 42p.

*VOCATIONAL EDUCATION, *EDUCATIONAL RESEARCH, *RESEARCH PROBLEMS, *RESEARCH METHODOLOGY, CITY PROBLEMS, STATUS, ATTITUDES, CAREER CHOICE, ADMISSION CRITERIA, CURRICULUM, WORK EXPERIENCE, VOCATIONAL INTERESTS, HIGH SCHOOL STUDENTS, VOCATIONAL GUIDANCE, TEACHER EDUCATION, SCHOOL COMMUNITY RELATIONSHIP,

The statement of the problem, the purposes and objectives, the procedures needed to achieve the objectives, resources (leadership, institutions, sources of funds) and expected results are outlined for 10 proposed research studies -- (1) "Design for Career Choice," (2) "Early Identification and Selection Procedures to Assure a Greater Degree of Success in Secondary Vocational Programs," (3) "Using Occupational Tasks as a Vehicle for Facilitating Basic Education and Occupational Learning," (4) "The Problem of Finding Properly Supervised Work Experience Situations for Students not Prepared for O.V.T. Programs," (5) "Motivation of Students in Developing Attitudes Toward Vocational Goals," (6) "The Relationship of Image to Choice of a Vocational Program, Performance in That Program, and Performance in the Field," (7) "A Survey to Determine the Attitudes of Select Groups in Regards to Vocational Technical Education," (8) "Identification and Location of Low Status Attitudes Affecting Decision Making in Vocational Education," (9) "Development of Realistic Understanding Within the Community Concerning Vocational Education," and (10) "Outline of Pre-Service Training." (SL)

STUDENT
PERSONNEL SERVICE
SECTION

VT 001 748

Attitudes of Colorado Administrators on Guidance, Counseling and Vocational Education.

Cavnar, LeRoy B.

Colorado Vocat Educ Res Coordinating Unit, Fort Collins

Mar67

DOCUMENT NOT AVAILABLE FROM EDRS 31p.

*ADMINISTRATOR ATTITUDES, OCCUPATIONAL COUNSELING, *VOCATIONAL EDUCATION, *SUPERINTENDENTS, *PRINCIPALS,

Colorado,

This survey represents the second part of a 3-stage program designed to assess educational-vocational needs of students, attitudes of administrators, and eventual followup of high school graduates in regard to their interests and needs. From a possible 370 school administrators, 144 superintendents and 149 principals completed the questionnaire (97 percent return). Data are reported by superintendents, principals, district size, high school size, and geographic area. Some of the findings were -- (1) 50 percent of the respondents were concerned about the ability of their counselors to give vocational information, (2) More than 74 percent of the superintendents and 73 percent of the principals viewed their present vocational education programs as unsatisfactory relative to the needs of their students, (3) 70 percent of the administrators found their school curriculum was deficient in vocational education offerings, and (4) More than 70 percent of the principals felt that their guidance and counseling program emphasized college more than vocational preparation. (SL)

STUDENTS
SECTION

VT 000 032 ED

Educational and Vocational Goals of Rural Youth in the South.
(Southern Cooperative Bulletin no. 107).

Southern Regional Committee for Family Life

Sep65

EDRS Price MF-\$0.09 HC-\$1.44 36p.

*RURAL YOUTH, *EDUCATIONAL ATTITUDES, GRADE 9, GRADE 10, YOUTH CLUBS, *HIGH SCHOOL STUDENTS, *VOCATIONAL INTERESTS, *PARENT ATTITUDES, BACKGROUND, SEX (CHARACTERISTICS),

Kentucky, North Carolina, Tennessee, Virginia,

The objectives of the study were to -- (1) compare educational goals of rural youth and their parents, and (2) determine the relationships of the similarities and differences to such factors as geographic area, state, sex, level of living, residence, family size, and club membership. A survey sample, selected from an equi-partitioned universe characterized by rural residence and school size, included six ninth and 10th grade children from each of 48 subgroups in Kentucky, North Carolina, Tennessee, and Virginia. Questionnaires and interest inventories were administered. Boys preferred outdoor, mechanical, computational, scientific and persuasive activities, while girls preferred artistic, literary, social service, musical and clerical activities. Mothers encouraged continuance of education more strongly than fathers. No differences in educational and vocational plans were found between members and nonmembers of 4-H Clubs, Future Homemakers of America, and Future Farmers of America. Youth's educational expectations increased in relation to level of living background.
(JM)

VT 000 047 ED

A Survey of Departments of Vocational Agriculture Having F.F.A. Chapters in Delaware to Ascertain the Extent Vocational Agriculture High School Graduates Can Meet the Entrance Requirements ... at the University of Delaware. (Agr. Educ. Publication, no. 1).

Barwick, Ralph P.

Delaware Univ., Newark. School of Agriculture

Oct63

EDRS Price MF-\$0.09 HC-\$0.32 8p.

*VOCATIONAL AGRICULTURE, *HIGH SCHOOL STUDENTS, GRADE 12, *COLLEGE ADMISSION, *ADMISSION CRITERIA, *COLLEGE PREPARATION,

Delaware,

In the spring of 1963 survey forms were sent to vocational agriculture teachers and principals in 15 high schools and all responded. In 13 schools it was possible for vocational agriculture students to schedule the academic courses required for admission to the B.S. degree curriculum of the School of Agriculture at the University of Delaware. Of the 92 high school seniors enrolled in vocational agriculture, 22 had applied for admission to college and 15 had applied for admission to either the B.S. or Associate degree curriculum in the School of Agriculture at the University of Delaware. It was recommended that the vocational agriculture student who is academically capable should complete the academic courses required for admission to most colleges. (PS)

VT 000 482 ED

Report on a Study of Student Interests in Five Agricultural Occupations Groups, Three Areas of New York State.

Noakes, Harold L.

New York State Educ. Dept., Albany. Bur. of Agr. Educ.

65

EDRS Price MF-\$0.09 HC-\$0.28 7p.

HIGH SCHOOL STUDENTS, *AGRICULTURAL OCCUPATIONS, *VOCATIONAL INTERESTS, VOCATIONAL AGRICULTURE, STUDENT ENROLLMENT, SEX (CHARACTERISTICS),

New York,

During 1964-65, questionnaires were given to 6,706 students in grades 8-10 to ascertain their interest in preparation for agricultural occupations. Students from 13 schools which offered agriculture courses, and nine which did not, were asked to indicate their interest in agricultural activities and their choice of the following -- (1) agricultural machinery and mechanics, (2) agricultural sales and service, (3) farm work, operation and management, (4) ornamental horticulture, landscaping and floriculture, (5) conservation, forestry, and campsite activities, or (6) no interest. An agricultural occupation group was selected as first choice by 2,521 of the boys and 1,658 of the girls. First choices of boys were conservation, agricultural mechanization, farm operation and management, ornamental horticulture, and agricultural business, in that order. First choices of girls were ornamental horticulture, conservation, farm operation and management, agricultural business, and agricultural mechanics, in that order. From this data, enrollments in agricultural courses were projected. (EM)

VT 001 107 ED

The Process and Product of T and I High School Level Vocational Education in the United States, The Product.

Eninger, Max U.

Amer Inst for Res, Pittsburgh. Inst for Perf Tech.

Sep65

EDRS Price MF-\$0.63 HC-\$17.80 445p.

*TRADE AND INDUSTRIAL EDUCATION, *HIGH SCHOOL GRADUATES, OPINIONS, VOCATIONAL HIGH SCHOOLS, COMPREHENSIVE HIGH SCHOOLS, NATIONAL SURVEYS, *GRADUATE SURVEYS, RACIAL CHARACTERISTICS, PILOT PROJECTS, *STUDENT ENROLLMENT, EMPLOYMENT, QUESTIONNAIRES, WAGES, GEOGRAPHIC REGIONS, *COMPARATIVE ANALYSIS, COUNSELORS, OCCUPATIONAL INFORMATION, JOB PLACEMENT, EDUCATIONAL EQUIPMENT, MALES, CITIZEN PARTICIPATION, POSTSECONDARY EDUCATION, RECREATIONAL ACTIVITIES, ENROLLMENT INFLUENCES, OCCUPATIONAL MOBILITY, JOB SKILLS,

The objectives were -- (1) To describe the occupational, educational, and related experiences of trade and industrial graduates of 1953, 1958, and 1962, and (2) To compare the experiences for vocational and academic graduates of the same classes and schools. Data were collected by questionnaires from 5,327 vocational graduates and 1,780 academic graduates who attended 100 high schools in 8 geographic regions of the United States. The data were analyzed and presented in terms of -- (1) general vs. vocational education, (2) vocational vs. comprehensive schools, and (3) small vs. large schools. A 5 percent corrective sample was selected for intensive followup of non-respondents, and a similar sample with unknown addresses was pursued. Derived measure intercorrelations for 45 occupational measures, 28 non-occupational measures, and 80 occupational-non-occupational measures were obtained by the Pearson Product-Moment Correlation Method. Reasons for not getting jobs were not significantly different for vocational and comprehensive graduates. Help in finding the first job was obtained from a friend or relative 38 percent of the time and from a counselor 5 percent of the time. Graduates of medium sized schools felt less need for additional training in basic skills. There was no significant difference in the number of full time jobs held by academic and vocational graduates or in their job satisfaction. (EM)

VT 001 656 ED

Characteristics of the Technical Education Student. (Speech to American Technical Education Association, Denver, Colorado, December 4, 1966).

Miller, Aaron J.

66

EDRS Price MF-\$0.09 HC-\$0.48 12p.

*TECHNICAL EDUCATION, *ADMISSION CRITERIA, *STUDENT CHARACTERISTICS,
*DROPOUT CHARACTERISTICS, *SPEECHES,

The post high school trainee should be a high school graduate or the equivalent. A fair degree of proficiency in mathematics and science is required. It is reasonable to expect the completion of two years of high school mathematics and one year of high school science. Some background in drafting and shop is desirable. The student should be average or above in intelligence. Because of the nature and length of the technical curriculum, the student must be willing and able to commit himself to it immediately upon enrolling. If he transfers from another curriculum, his reasons should be positive rather than negative. Reading ability has been found to be the most significant academic success factor. A study by the author revealed that technical students came from significantly lower socioeconomic background than engineering students. The dropout tended to be an excessive conformist who had difficulty in disagreeing with others. He tended to be excessively dependent on others. (EM)

VT 001 756 ED 010 652

Educational and Occupational Aspirations and Expectations of High School Juniors and Seniors in the State of Washington. (Vocational-Technical Research and Development Project Report, no. 1).

Slocum, Walter L. * Bowles, Roy T.

Washington State Univ., Pullman

Jan67

EDRS Price MF-\$0.18 HC-\$4.40 110p.

*ASPIRATION, *OCCUPATIONAL CHOICE, STUDENT ATTITUDES, *VOCATIONAL EDUCATION, GRADE 11, GRADE 12, GRADES (SCHOLASTIC), *HIGH SCHOOL STUDENTS, *COLLEGE ATTENDANCE, HIGH SCHOOLS, GRADUATION, SEX (CHARACTERISTICS), QUESTIONNAIRES, STUDENT INTERESTS, COCURRICULAR ACTIVITIES,

Washington,

Data were collected from a stratified random sample of 3,100 students through use of questionnaires administered by classroom teachers. Nearly all students aspired and expected to graduate from high school and get some post high school education. Over three-fourths (77.6 percent) aspired to attend a junior college, college or university and 75.9 percent expected to. However, 51.5 percent wanted to graduate from college and 43.5 percent expected to. Business or vocational school was the aspiration of 14.6 percent and the expectation of 14.8 percent. Including the technical and business training in junior colleges, one quarter of the students wanted vocational education. Data indicated that college aspirations and expectations were higher than they were a decade ago. Considerable variation between schools was observed in college aspiration and expectation, popularity of vocational education, and expectation of finishing high school. Uncertainty about goals was not as frequent as uncertainty about plans. Student interests, activities and attitudes, and occupational aspirations are also reported. The questionnaire used for the survey is included, and tables of data show responses by sex and grade. (JM)

VT 001 813

Eight Cities' Share of Ohio Schools.

Ohio State Dep. of Educ., Columbus. Div. of Vocat. Educ.

66

DOCUMENT NOT AVAILABLE FROM EDRS 5p.

*STUDENT ENROLLMENT, *URBAN SCHOOLS,

Ohio,

In the spring of the 1965-66 school year a study was conducted to determine the number of students in the eight major cities of Ohio. A 1-page chart shows the share that these major cities have in the state school enrollment for kindergarten through grade 12 and special education classes. They represent approximately one quarter of the total enrollment. (PS)

VT 002 116 ED

Factors Relating to Occupational and Educational Decision-Making of Rural Youth, Research Summary. (Dept. of Agricultural Education Report, no. 1).

Horner, James T. * and others

Nebraska Agricultural Experiment Station, Lincoln

Nebraska Univ., Lincoln. Dept. of Agricultural Education

Apr67

EDRS Price MF-\$0.09 HC-\$1.80 45p.

*LITERATURE REVIEWS, BIBLIOGRAPHIES, *RURAL YOUTH, EDUCATIONAL OBJECTIVES, *RESEARCH, *DECISION MAKING, *OCCUPATIONAL CHOICE, SOCIAL INFLUENCES, ECONOMIC FACTORS, PSYCHOLOGICAL PATTERNS, ASPIRATION, MIGRATION, MOBILITY, SOCIOECONOMIC INFLUENCES, FAMILY INFLUENCE, COLLEGE ATTENDANCE,

Studies of sociological, economic, educational, and psychological factors influencing the occupational and educational decision-making by rural youth were reviewed. Included were studies of aspirations, migration and mobility, socioeconomic scale, occupational choice, cost and benefit of education, education factors, educational and occupational attainment and achievement, and pursuit of higher education. Conclusions included -- (1) Fewer capable rural males attend college than urban males, (2) Economic factors generally do not appear to be a major decision-making factor. Occupation of father, attitudes of parents towards education, and education of parents are influencing factors, (3) Rural-urban migration is greater near large cities than in remote rural areas, (4) Farming is transmitted from father to son in larger proportions than other occupations, and (5) On-the-job experience is an important factor influencing decision making. A 149-item bibliography is included. (JM)

VT 002 218

A Summary of a Five and Ten-Year Graduate Follow-Up. (Project no. 632).

Righthand, Herbert * and others

Conn. State Dep. of Educ., Hartford. Div. of Vocat. Educ.

May67

DOCUMENT NOT AVAILABLE FROM EDRS 9p.

*VOCATIONAL FOLLOWUP, *GRADUATES, *AREA VOCATIONAL SCHOOLS,
*VOCATIONAL EDUCATION,

Connecticut,

This study was initiated in 1963 to determine the status of the 1953 and 1958 graduates of Connecticut's 14 state-operated regional vocational-technical schools. Of the 1,408 graduates of both classes, 682 or 48.5 percent returned questionnaires. Findings included -- (1) Only eight (1.2 percent) of the 682 graduates were unemployed in 1963. The unemployment rate for Connecticut in 1963 was 4.9 percent, (2) After adjustments for military service and full-time school, 71.8 percent were still employed in their trade or in a related occupation, (3) The average 1963 salary was \$7,085 for the 1953 graduates and \$5,746 for the 1958 graduates, and (4) The graduates' suggestions for program improvements included more mathematics, updated shop equipment and training, more practical shop work, more trade theory instruction, and more blueprint reading instruction. (PS)

VT 002 329

A Report of a Study to Determine the Need for a Technical Institute in the New London-Groton Area. (Project no. 661).

Bennett, Robert E.

Connecticut State Dep. of Educ., Hartford

Nov66

DOCUMENT NOT AVAILABLE FROM EDRS 10p.

*FEASIBILITY STUDIES, *TECHNICAL INSTITUTES, *ENROLLMENT PROJECTIONS,

New London, Groton, Connecticut,

Estimated enrollment for a technical institute was obtained by computing 3.8 percent of the high school graduates within a ten mile radius and 3.5 percent of selected graduates beyond this distance. Projected enrollment for 1975-76 was divided between the Thames Valley Institute (286 students) and the projected institute (158 students). It was concluded that a school of this size would be uneconomical and limited in its program. (EM)

TEACHER
EDUCATION
SECTION

VT 000 061

Leadership Education, Individual and Group.

Robertson, Dean * and others

Montana State Univ., Bozeman. Dep. of Agr. Education

65

DOCUMENT NOT AVAILABLE FROM EDRS 119p.

MEETINGS, *STUDY GUIDES, *LEADERSHIP, ORGANIZATIONS (GROUPS),
BIBLIOGRAPHIES, GROUP DYNAMICS,

A 1965 summer school class used suggestions from teacher educators and supervisors from most of the states and articles in "Agricultural Education Magazine" and "Adult Education Magazine" in developing this study guide. Such organizational problems as meetings, attendance, facilities, officer selection, parliamentary problems, work programs, committees, recruitment, resource materials, social activities, financial activities, communication, and evaluation are examined. Group dynamics, citizenship, advisory duties, teamwork, decision making, democratic principles, moral leadership, attitudes, listening, oral communication, personal appearance, hard work, and personal traits as components of leadership are explained. Study questions are given at the end of each chapter and additional readings are included. (EM)

VT 001 425 ED 011 043

Report of a National Invitational Research Planning Conference on Trade and Industrial Teacher Education, May 23-27, 1966.

Cotrell, Calvin J.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

66

EDRS Price MF-\$0.27 HC-\$7.88 197p.

*CONFERENCES, *TRADE AND INDUSTRIAL EDUCATION, *TEACHER EDUCATION, TRADE AND INDUSTRIAL TEACHERS, BIBLIOGRAPHIES, INSTRUCTIONAL MATERIALS, TEXTBOOKS, REFERENCE MATERIALS, *EDUCATIONAL RESEARCH, TEACHING SKILLS, TEXTBOOK SELECTION, VIDEO TAPE RECORDINGS, MICRO TEACHING, TELEVISION RESEARCH, INSTRUCTIONAL TELEVISION, TELEVISED INSTRUCTION, FLEXIBLE SCHEDULING, COMPUTER ASSISTED INSTRUCTION, INSTRUCTIONAL INNOVATION, EDUCATIONAL TRENDS,

California, Tennessee, Ohio,

National leaders were brought together to focus their attention on the generation of guidelines for research and development programs to expand and improve trade and industrial teacher education. To provide background information, and to stimulate thinking, several papers were commissioned and presented. These papers included -- (1) "A Review of Research in Trade and Industrial Teacher Education," by John L. O'Brian and Carl J. Shaefer, (2) "Report of Analysis of Sources of Trade and Industrial Teachers," by O. H. Beaty, (3) "Analysis of Trade and Industrial Teacher Education Professional Literature," by Edward K. Hankin, Durwin M. Hanson, and Gordon G. McMahon, (4) "Development of Technical Training, Teacher Training, and School Administration Procedures in the U. S. Navy," by James F. Peterman, (5) "Television Recordings -- A New Dimension in Teacher Education," by Dwight W. Allen, (7) "A Cursory Study of Innovations in Trade-Technical Teacher Education in the United States," by David Allen, (8) "Implications of Computerized Instruction," by George L. Brandon, (9) "The Development of Training Lessons for Pre-Service and Initial-In-Service Vocational Teacher Education Recorded and Presented Through Video Tape and Television with Seminar Sessions," by Howard F. Nelson, (10) "A Proposal for Pre-Service Training for Teachers of Vocational, Industrial, and Technical Education," by L. C. McDowell, and (11) "Projections for Trade and Industrial Teacher Education," by Melvin L. Barlow. (EM)

TEACHING
AND LEARNING
SECTION

VT 000 097 ED

Concepts and Generalizations as a New Approach to Teaching Home Economics Education.

Pieretti, Genevieve

Nevada State Dept. of Education, Carson City

Aug65

EDRS Price MF-\$0.18 HC-\$2.48 62p.

*CONCEPT TEACHING, *HOMEMAKING EDUCATION, *HIGH SCHOOLS, HOME MANAGEMENT, FOODS INSTRUCTION, NUTRITION INSTRUCTION, CLOTHING INSTRUCTION, TEXTILES INSTRUCTION, CONSUMER ECONOMICS, *CURRICULUM PLANNING, HUMAN DEVELOPMENT, HOUSING,

As the model for the graduate in home economics has changed to one of a decision-maker who has the necessary knowledge and abilities to solve problems and make judgments for himself rather than apply prescriptions learned in school, the concept method of teaching has become more important. A conference in February 1961, called to consider how a national group could give leadership to the reexamination of home economics in the secondary school, began to identify concepts for home economics. Subsequently, six workshops were held, with approximately 175 home economics teachers, teacher educators, and supervisors representing all states participating. Concepts resulting from these meetings are grouped under the following headings -- (1) Human Development and the Family (with a glossary of terms), (2) Home Management and Family Economics, (3) Food and Nutrition, (4) Textiles and Clothing, and (5) Housing. Sample concepts are -- (1) In all societies the individual's place within the society depends primarily upon age and sex, (2) The ways in which plans are communicated may affect their implementation, and (3) Non-nutritional as well as nutritional factors play important roles in food selection. The appendix contains a speech by George W. Denemark, "The Curriculum Challenge of Our Times," and an article by Asahel D. Woodruff, "Putting Subject Matter Into Conceptual Form." (MS)

TEACHERS
SECTION

VT 002 210 ED

The Demand for and Selected Sources of Teachers in Vocational and Technical Education, State Director Survey.

Hensel, James W.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Jan67

EDRS Price MF-\$0.18 HC-\$3.32 83p.

*VOCATIONAL EDUCATION TEACHERS, *TEACHER SUPPLY AND DEMAND, EMPLOYMENT TRENDS, VOCATIONAL EDUCATION, *OCCUPATIONAL SURVEYS, *NATIONAL SURVEYS, QUESTIONNAIRES, HIGH SCHOOLS, TECHNICAL EDUCATION, POSTSECONDARY EDUCATION,

A questionnaire was mailed to the state director of vocational education in every state and territory of the United States to obtain data concerning the number and type of full-time high school and post high school vocational teachers currently employed and the projected number of teachers that would be needed during the next three years. They were also asked to indicate specific areas of greatest teacher need in the future. All but Massachusetts and Kentucky responded. Estimated increases in need for high school teachers from 1965-68 were -- agriculture, 5.3 percent, business and office education, 28 percent, distributive education, 49.2 percent, home economics, 13.7 percent, and trade and industrial education, 43.1 percent. Estimates of increased need for post high teachers for this period were -- agriculture, 113 percent, business and office education, 37 percent, distributive education, 73.5 percent, health occupations, 40.2 percent, home economics, 66 percent, technical education, 39.7 percent, and trade and industrial education, 23.2 percent. Data from questionnaires were tabulated by regions. (PS)

OTHER
RESOURCES
SECTION

VT 001 742 ED

Annotated Bibliography for Vocational-Technical Education, 1966.

Brunetti, Frank * Williams, Jerome

Nevada Occup. Res. Coordinating Unit, Reno

66

EDRS Price MF-\$0.36 HC-\$9.56 239p.

*ANNOTATED BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, OCCUPATIONS, EMPLOYMENT, EMPLOYERS, LABOR, PERSONNEL,

More than 1,000 items are listed alphabetically within subject areas. Some of the areas include agricultural education, art industries and trade, business education, economics, job analysis, labor and democracy, manpower, occupational health nursing, occupations, personnel management, technical education, vocational guidance, vocational mathematics, vocations for girls, work and leisure, work measurement, work-study programs, workers on relief, etc. Publication dates range from the early 1900's through 1966. The materials are available at the Noble H. Getchell Library on the University of Nevada campus, Reno, and the library call numbers are given. (PS)

VT 001 749 ED 011 550

Annotated Bibliography of Current Research Related to Trade and Industrial Education.

Colorado Vocat Educ Res Coordinating Unit, Fort Collins

Aug66

EDRS Price MF-\$0.09 HC-\$2.08 52p.

*BIBLIOGRAPHIES, *TRADE AND INDUSTRIAL EDUCATION, *EDUCATIONAL RESEARCH, *STUDENTS, VOCATIONAL EDUCATION, *TEACHERS,

Research studies and articles were scanned to select information with implications for trade and industrial education. The annotations convey the general purposes of the studies, major findings, and conclusions. They are divided into four major groupings -- (1) experimental and comparative studies, (2) studies concerning the student, (3) studies involving the vocational education staff, and (4) studies of a general nature. There are 38 items published from 1960 to 1966. (EM)

VT 002 228 ED 011 559

Review and Synthesis of Research in Technical Education.

Larson, Milton E.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug66

EDRS Price MF-\$0.18 HC-\$3.36 34p.

*TECHNICAL EDUCATION, *LITERATURE REVIEWS, *BIBLIOGRAPHIES, EDUCATIONAL PHILOSOPHY, MANPOWER DEVELOPMENT, EMPLOYMENT OPPORTUNITIES, CURRICULUM DEVELOPMENT, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, TEACHING METHODS, STUDENT PERSONNEL SERVICES, EDUCATIONAL FACILITIES, EDUCATIONAL EQUIPMENT, TEACHER EDUCATION, EDUCATIONAL ADMINISTRATION, PROGRAM EVALUATION, *EDUCATIONAL RESEARCH, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, EDUCATIONAL

OBJECTIVES, EDUCATIONAL PROGRAMS, EDUCATIONAL TRENDS,

Materials from libraries, individual researchers, universities, and state and federal agencies were reviewed in order to present a developmental picture of technical education. Most of the 284 items were published in the current 5-year period. Earlier ones were included if they provided a basis for trends or later activities. Topics covered are -- (1) Philosophy and Objectives, (2) Manpower Needs and Employment Opportunities, (3) Curriculum Development, (4) Educational Programs, (5) Instructional Materials and Devices, (6) Learning Processes and Teaching Methods, (7) Student Personnel Services, (8) Facilities and Equipment, (9) Teacher Education, (10) Administration and Supervision, (11) Evaluation, and (12) Research. It was concluded that -- (1) Much of the research reported is "action type" research, (2) Questionnaires or opinionnaires were frequently used, and (3) Use of the experimental method was practically nonexistent. High quality research was recommended in the areas of -- (1) Instructional Materials and Devices, (2) Learning Processes and Teaching Methods, (3) Facilities and Equipment, (4) Teacher Education, (5) Administration and Supervision, and (6) Research. (EM)

VT 002 229 ED 011 560

Review and Synthesis of Research in Trade and Industrial Education.

Tuckman, Bruce W. * Schaefer, Carl J.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug66

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Periodicals, books, papers, dissertations, and research reports from 1954 to 1966 were reviewed in order to establish a base for current research. They are reported by topics -- (1) Philosophy and Objectives, (2) Manpower Needs and Employment Opportunities, (3) Curriculum Development, (4) Educational Programs, (5) Instructional Materials and Devices, (6) Learning Processes and Teaching Methods, (7) Student Personnel Services, (8) Facilities and Equipment, (9) Teacher Education, (10) Administration and Supervision, (11) Evaluation, and (12) Research. (EM)

VT 002 318 ED 011 562

Review and Synthesis of Research in Agricultural Education.

Warmbrod, J. Robert * Phipps, Lloyd J.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug66

EDRS Price MF-\$0.27 HC-\$6.20 155p.

*AGRICULTURAL EDUCATION, *EDUCATIONAL RESEARCH, *BIBLIOGRAPHIES, *LITERATURE REVIEWS, TECHNICAL EDUCATION, EDUCATIONAL OBJECTIVES, EMPLOYMENT OPPORTUNITIES, CURRICULUM DEVELOPMENT, TEACHING METHODS, LEARNING PROCESSES, TEACHER EDUCATION, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL PROGRAMS, EDUCATIONAL TRENDS, SUPERVISED FARM PRACTICE, STUDENT CHARACTERISTICS, VOCATIONAL AGRICULTURE TEACHERS, PROGRAM EVALUATION, DISADVANTAGED YOUTH,

AGRICULTURAL OCCUPATIONS, EDUCATIONAL ADMINISTRATION,

Over 400 studies were considered in preparing this report on agricultural education research conclusions, trends, methodology and needs. Though emergence of correlational and experimental research is evident, research in agricultural education has been largely descriptive. Weaknesses in probability sampling and survey techniques have been evident, especially relative to nonresponse. Implementation of findings remains a major problem, though pilot programs, popularized reports, and coordinated approaches hold promise of alleviating the problem. Individual graduate research studies have been most prevalent and these have been limited by short duration and have lacked cumulative effects and chances of implementation. Coordinated studies have been conducted on employment opportunities and needed competencies. The current research reflects new developments and interest in curriculum, post high school technical education, supervised experience, innovations, evaluation, and personnel roles. Conclusions and further needs were identified in these and several other areas including -- (1) instructional materials, (2) teaching and learning, (3) student organizations, (4) general agriculture, (5) personnel preparation, (6) administration and supervision, and (7) research design. (JM)

VT 002 319 ED 011 563

Review and Synthesis of Research in Home Economics Education.

Chadderdon, Hester * Fanslow, Alyce M.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug66

EDRS Price MF-\$0.18 HC-\$4.72 118p.

*LITERATURE REVIEWS, *BIBLIOGRAPHIES, EDUCATIONAL PHILOSOPHY, CURRICULUM DEVELOPMENT, HOME ECONOMICS EDUCATION, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, TEACHING METHODS, STUDENT PERSONNEL SERVICES, EDUCATIONAL FACILITIES, EDUCATIONAL EQUIPMENT, TEACHER EDUCATION, EDUCATIONAL ADMINISTRATION, PROGRAM EVALUATION, *EDUCATIONAL RESEARCH, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, EDUCATIONAL OBJECTIVES, EDUCATIONAL PROGRESS, EDUCATIONAL TRENDS,

EDUCATIONAL PROGRAMS, EMPLOYMENT OPPORTUNITIES,

Professional magazines, research reviews, and 500 theses and dissertations were considered in selecting 159 research studies for review. Studies concerned with teacher education were included but adult education was excluded. The period from 1959-66 is covered. Topics are -- (1) Philosophy and Objectives, (2) Manpower Needs and Employment Opportunities, (3) Educational Programs, (4) Instructional Materials and Devices, (5) Learning Processes and Teaching Materials, (6) Student Personnel Services, (7) Facilities and Equipment, (8) Teacher Education, (9) Administration and Supervision, (10) Evaluation, and (11) Research. Progress has been made in collecting and analyzing data relating to important problems, but resources should be used to better advantage. Many theses have only local implications. Statistical consultants and researchers in other areas of vocational education should be utilized. Theories should be reexamined in light of the research findings in education, psychology, and sociology. There is a need for greater creativity, leading to exploratory studies as the first step in problem solving. (MS)

VT 002 320 ED 011 564

Review and Synthesis of Research in Industrial Arts Education.

Streichler, Jerry

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug66

EDRS Price MF-\$0.18 HC-\$4.08 102p.

*INDUSTRIAL ARTS, *LITERATURE REVIEWS, *BIBLIOGRAPHIES, LEARNING PROCESSES, EDUCATIONAL PHILOSOPHY, CURRICULUM DEVELOPMENT, TEACHING METHODS, INSTRUCTIONAL MATERIALS, STUDENT PERSONNEL SERVICES, EDUCATIONAL FACILITIES, EDUCATIONAL EQUIPMENT, TEACHER EDUCATION, EDUCATIONAL ADMINISTRATION, PROGRAM EVALUATION, *EDUCATIONAL RESEARCH, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, EDUCATIONAL OBJECTIVES, EDUCATIONAL PROGRAMS, *EDUCATIONAL TRENDS,

Dissertations, theses, staff studies, personal research, periodical articles, yearbooks, and speeches from 1960-66 are reviewed. Topics discussed are -- (1) Philosophy and Objectives, (2) Curriculum Development, (3) Instructional Materials and Devices, (4) Learning Processes and Teaching Methods, (5) Student Personnel Services, (6) Facilities and Equipment, (7) Teacher Education, (8) Administration and Supervision, (9) Evaluation, and (10) Research. Excellent examples of research exist in experimental work, followup research employing causal-comparative methods, and in some philosophical studies. However, much of the research done because of degree requirements is of extremely poor quality. By accepting low quality standards, institutions may be producing individuals who erroneously conceive themselves able and accomplished researchers. Major questions concern industrial arts objectives and teaching methodology. Research efforts, in the near future at least, will be directed to the concerns raised by the major curriculum projects.
(EM)

VT 002 333 ED 011 565

Review and Synthesis of Research in Distributive Education.

Meyer, Warren G. * Logan, William B.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug66

EDRS Price MF-\$0.36 HC-\$9.24 231p.

*DISTRIBUTIVE EDUCATION, *LITERATURE REVIEWS, *BIBLIOGRAPHIES, EDUCATIONAL PHILOSOPHY, MANPOWER DEVELOPMENT, TEACHING METHODS, EMPLOYMENT OPPORTUNITIES, CURRICULUM DEVELOPMENT, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, STUDENT PERSONNEL SERVICES, TEACHER EDUCATION, EDUCATIONAL FACILITIES, EDUCATIONAL EQUIPMENT, PROGRAM EVALUATION, EDUCATIONAL ADMINISTRATION, *EDUCATIONAL RESEARCH, ON THE JOB TRAINING, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING,

EDUCATIONAL OBJECTIVES, EDUCATIONAL PROGRAMS, EDUCATIONAL TRENDS,

Fifty-nine doctoral dissertations written since 1930, 120 masters studies completed from 1957-66, and 71 other studies are reviewed. Topics covered are -- (1) Philosophy and Objectives, (2) Manpower Needs and Employment Opportunities, (3) Curriculum Development, (4) Educational Programs, (5) Instructional Materials and Devices, (6) Learning Processes and Teaching Methods, (7) Student Personnel Services, (8) Facilities and Equipment, (9) Teacher Education, (10) Administration and Supervision, (11) Evaluation, and (12) Research. The commentary on the state of distributive education research is accompanied by five tables which present classification of research by graduate degrees, graduate institutions, years, geographic regions, and subjects. The bibliography provides a cross-index to the contents. Descriptive studies have dominated research in distributive education, and little use of tests has been made. Statistical methods, electronical data processing, and better research techniques are used increasingly. Use of experimental methods and the development of tests designed to measure specific educational outcomes are recommended. (SL)

VT 002 334 ED 011 566

Review and Synthesis of Research in Business and Office Education.

Lanham, Frank W. * Trytten, J. M.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug66

EDRS Price MF-\$0.27 HC-\$5.76 144p.

*BUSINESS EDUCATION, *OFFICE OCCUPATIONS EDUCATION, *EDUCATIONAL RESEARCH, *LITERATURE REVIEWS, *BIBLIOGRAPHIES, EDUCATIONAL PHILOSOPHY, EDUCATIONAL OBJECTIVES, MANPOWER DEVELOPMENT, LEARNING PROCESSES, CURRICULUM DEVELOPMENT, EDUCATIONAL PROGRAMS, TEACHING METHODS, INSTRUCTIONAL MATERIALS, STUDENT PERSONNEL SERVICES, EDUCATIONAL FACILITIES, EDUCATIONAL EQUIPMENT, TEACHER EDUCATION, EDUCATIONAL ADMINISTRATION, PROGRAM EVALUATION, EDUCATIONAL NEEDS,

EDUCATIONAL PLANNING,

Research reports are primarily those relevant to business and office preparation in senior high schools, area vocational schools, community colleges, or youth and adult programs operated by these public institutions. Reports of teacher preparation for these areas and institutions are also included. Topics outside the scope of business and office education as defined in the Vocational Act of 1963 were omitted. Studies were included if they provided -- (1) some unique or systematic method of attacking problems, (2) more than a temporary or narrow geographic result, and (3) a representative picture of the current status of research which could aid researchers to assess gaps in systematic problem solving. Except for classics or earlier research reviews, the literature covered the period from 1960-66. Philosophy and objectives, manpower needs and employment opportunities, curriculum development, educational programs, instructional materials and devices, learning processes and teaching methods, student personnel services, facilities and equipment, teacher education, administration and supervision, evaluation, and research are the topics discussed. (PS)

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